

ED 369 780

SP 035 244

TITLE Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender.

INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.

SPONS AGENCY Ford Foundation, New York, N.Y.

REPORT NO ISBN-0-89333-117-1

PUB DATE 94

NOTE 103p.; For a related document, see ED 328 549.

AVAILABLE FROM AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (\$15 prepaid).

PUB TYPE Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Black Colleges; Elementary Secondary Education; \*Enrollment Trends; \*Ethnic Distribution; Females; Higher Education; Males; National Surveys; Preservice Teacher Education; \*Racial Composition; Regional Characteristics; \*Schools of Education; Teacher Education Programs; Teaching (Occupation)

IDENTIFIERS American Association of Colleges for Teacher Educ; \*Preservice Teacher

## ABSTRACT

This report provides a general description of the status of a multicultural teaching force; it identifies enrollment numbers of students in the teacher education pipeline by race/ethnicity and gender. The pipeline survey provides a means of assessing the need for teachers of color at the K-12 level; the potential pool of minority teachers in the postsecondary sector; and prospects for beginning teachers in schools, colleges, and departments of education (SCDE) enrollments. Usable responses were received from 712 institutions for a response rate of 60 percent. The report is organized in three sections. Section 1 highlights key points regarding the growth and diversity of the nation's K-12 and postsecondary sectors. It offers national summary data on SCDE enrollments by race/ethnicity and gender, institutional type, and academic field. Section 2 provides regional profiles (Northeast, Southeast, Central, and Western) in elementary and secondary school enrollment, and the diversity of SCDE enrollments. Section 3 provides state SCDE enrollment figures by race/ethnicity, gender, and specialty area (early childhood, elementary, secondary, special, bilingual, and vocational education) and level (baccalaureate, postbaccalaureate, and doctoral). Data are graphically displayed in 50 tables. Technical notes, response rates, and a copy of the survey instrument are appended. (LL)

\*\*\*\*\*

\* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*

\*\*\*\*\*



# Teacher Education Pipeline III:

Schools, Colleges, and  
Departments of Education  
Enrollments by Race,  
Ethnicity, and Gender

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*D. Snig*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

51035244



# Teacher Education Pipeline III:

Schools, Colleges, and  
Departments of Education  
Enrollments by Race,  
Ethnicity, and Gender

ONE DUPONT CIRCLE ■ SUITE 610 ■ WASHINGTON, DC 20036-1186  
PHONE 202/293-2450 ■ FAX 202/457-8095

Support for this research effort and for the publication of this report was made available by the Ford Foundation.

The opinions, conclusions, and recommendations expressed in this report are not necessarily those of the funding source or of the American Association of Colleges for Teacher Education. AACTE is printing and distributing this document to stimulate discussion, study, and improvement of teacher education.

As in any report of this nature, every effort has been made to provide accurate data. Errors of calculation or omissions are inadvertent and remain the responsibility of the author.

Copies of  
*Teacher Education Pipeline III: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity and Gender*

may be ordered from

AACTE Publications  
One Dupont Circle, Suite 610  
Washington, DC 20036-1186

Single copy (prepaid) \$15.00

Copyright © 1994 American Association of Colleges for Teacher Education

All rights reserved.

Printed in the United States of America

Library of Congress Catalog Number 94-70435

International Standard Book Number: 0-89333-117-1

## CONTENTS

Tables .....	vii
Figures .....	xi
Acknowledgments .....	xiii
Introduction .....	1
Survey Description .....	1
National Profile Summary .....	3
National Profile .....	7
Regional Summaries .....	25
Northeast Region .....	25
Southeast Region .....	30
Central Region .....	35
Western Region .....	40
SCDE Undergraduate Program Enrollment Summary .....	45
SCDE Graduate -Level Program Enrollment Summary .....	59
Appendix A - Technical Notes .....	65
Appendix B - Response Rates .....	66
Appendix C - Survey Instrument .....	67

## TABLES

Table 1 .....	7
Enrollment in Public Elementary and Secondary Schools, by Race/Ethnicity, 1990	
Table 2 .....	7
Public Elementary and Secondary School Teachers, by Race/Ethnicity, 1990 - 1991	
Table 3 .....	8
SCDE Enrollment, by Race/Ethnicity, 1991	
Table 4 .....	9
SCDE Enrollment, by Race/Ethnicity and Gender, 1991	
Table 5 .....	10
Percent Change SCDE Enrollment, by Race/Ethnicity, Fall 1989 and Fall 1991	
Table 6 .....	10
Mean SCDE Undergraduate Enrollment, by Race/Ethnicity, Fall 1989 and Fall 1991	
Table 7 .....	11
HBI and other SCDE Enrollment, by Race/Ethnicity and Gender, 1991	
Table 8 .....	12
Total SCDE Undergraduate Hispanic Enrollment, by Sub-Group, 1991	
Table 9 .....	13
Hispanic SCDE Undergraduate Enrollment, by Sub-Group and Gender, 1991	
Table 10 .....	14
Undergraduate Enrollment, by Race/Ethnicity	
Table 11 .....	14
Undergraduate Enrollment, by Race/Ethnicity and Gender, 1991	
Table 12 .....	15
Mean Undergraduate SCDE Enrollment, by Race/Ethnicity, 1991	
Table 13 .....	17
SCDE Undergraduate Enrollment, by Discipline, 1991	
Table 14 .....	17
SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1991	
Table 15 .....	18
Early Childhood Enrollment, by Race/Ethnicity and Gender, 1991	
Table 16 .....	18
Elementary Education Enrollment, by Race/Ethnicity and Gender, 1991	
Table 17 .....	19
Secondary Education Enrollment, by Race/Ethnicity and Gender, 1991	

Table 18 .....	19
Special Education Enrollment, by Race/Ethnicity and Gender, 1991	
Table 19 .....	20
Bilingual Education Enrollment, by Race/Ethnicity and Gender, 1991	
Table 20 .....	20
Vocational Education Enrollment, by Race/Ethnicity and Gender, 1991	
Table 21 .....	21
Postbaccalaureate Enrollment, by Race/Ethnicity and Gender, 1991	
Table 22 .....	22
Postbaccalaureate Enrollment, by Race/Ethnicity and Specialty Area, 1991	
Table 23 .....	22
Postbaccalaureate Enrollments in Teaching, by Race/Ethnicity and Gender, 1991	
Table 24 .....	23
Postbaccalaureate Enrollment in Counseling, by Race/Ethnicity and Gender, 1991	
Table 25 .....	23
Postbaccalaureate Enrollment in Administration, by Race/Ethnicity and Gender, 1991	
Table 26 .....	24
SCDE Doctoral Enrollment, by Race/Ethnicity and Gender, 1991	
Table 27 - Northeast Region .....	26
Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity, Fall 1990	
Table 28 - Northeast Region .....	26
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, 1990-1991	
Table 29 - Northeast Region .....	28
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990	
Table 30 - Northeast Region .....	29
SCDE Enrollment, by State and Race/Ethnicity, 1991	
Table 31 - Southeast Region .....	31
Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity, Fall 1990	
Table 32 - Southeast Region .....	31
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, 1990-1991	
Table 33 - Southeast Region .....	33
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990	
Table 34 - Southeast Region .....	34
SCDE Enrollment, by State and Race/Ethnicity, Fall 1991	

Table 35 - Central Region .....	36
Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity, Fall 1990	
Table 36 - Central Region .....	36
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, 1990-1991	
Table 37 - Central Region .....	38
Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990	
Table 38 - Central Region .....	39
SCDE Enrollment, by State and Race/Ethnicity, 1991	
Table 39- Western Region .....	41
Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity, Fall 1990	
Table 40 - Western Region .....	41
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, 1987-88	
Table 41 - Western Region .....	43
Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990	
Table 42 - Western Region .....	44
SCDE Undergraduate Enrollment, by State and Race/Ethnicity, 1991	
Table 43 .....	46
Early Childhood Education Enrollment, by State and Race/Ethnicity, 1991	
Table 44 .....	48
Elementary Education Enrollment, by State and Race/Ethnicity, 1991	
Table 45 .....	50
Secondary Education Enrollment, by State and Race/Ethnicity, 1991	
Table 46 .....	52
Special Education Enrollment, by State and Race/Ethnicity, 1991	
Table 47 .....	54
Bilingual Education Enrollment, by State and Race/Ethnicity, 1991	
Table 48 .....	56
Vocational Education Enrollment, by State and Race/Ethnicity, 1991	
Table 49 .....	60
Postbaccalaureate SCDE Enrollment, by State and Race/Ethnicity, 1991	
Table 50 .....	62
Doctoral SCDE Enrollment, by State and Race/Ethnicity, Fall 1991	
Table 51 .....	65
Confidence Levels	
Table 52 .....	66
Response Rate by Membership Status	



## LIST OF FIGURES

Figure 1 .....	9
SCDE Enrollment, by Race/Ethnicity and Gender, 1991	
Figure 2 .....	13
Hispanic SCDE Enrollment, by Sub-Group, 1991	
Figure 3 .....	15
Undergraduate SCDE Enrollment, by Race/Ethnicity and Gender, 1991	
Figure 4 .....	16
SCDE Undergraduate Enrollment, by Discipline, 1991	
Figure 5 .....	21
Postbaccalaureate Enrollment, by Race/Ethnicity and Gender, 1991	
Figure 6 .....	24
SCDE Doctoral Enrollment, by Race/Ethnicity and Gender, 1991	
Figure 7 .....	25
Northeast Region States, 1991	
Figure 8 - Northeast Region .....	27
Percentage of White Students and White Teachers, 1990-1991	
Figure 9 .....	30
Southeast Region States, 1991	
Figure 10 - Southeast Region .....	32
Percentage of White Students and White Teachers, 1990-1991	
Figure 11 .....	35
Central Region States, 1991	
Figure 12 - Central Region .....	37
Percentage of White Students and White Teachers, 1990-1991	
Figure 13 .....	40
Western Region States, 1991	
Figure 14 - Western Region .....	42
Percentage of White Students and White Teachers, 1990-1991	

## ACKNOWLEDGMENTS

The American Association of Colleges for Teacher Education (AACTE) greatly appreciates the cooperation and support of the many institutions that provided the enrollment data that form the basis for this report. Their contribution was essential to this research effort.

AACTE's senior director for research, Mary E. Dilworth, guided the development of this report. Research associate Mwangaza Michael-Bandele coordinated the collection and analysis of the data and development of the text. Mark S. Lewis, research assistant, assisted in the analysis and interpretation of data and developed the appropriate tables and figures. The data were compiled and presented with the capable technical assistance of Sheila Madison, systems administrator, and the clerical support of Brinda Alber and Joy Brewster, administrative assistants. Elizabeth Foxwell and Sharon Givens provided skillful editorial assistance.

Last, but not least, AACTE wishes to acknowledge the generous support of the Ford Foundation in the development and publication of this report.

## INTRODUCTION

The teacher education pipeline report is designed to provide a general description of the status of a multicultural teaching force. For the first time, the pipeline report looks more specifically at the enrollment numbers of cultural/ethnic subgroups as well as gender. The general Hispanic category is subdivided into Mexican American or Chicano, and Puerto Rican. Similarly, a distinction is made between Asian American and Pacific Islanders, and Native American/American Indians and Alaskan Natives. The collection of gender data has allowed for a breakdown of enrollments of males and females, both graduate and undergraduate, and by discipline.

By examining enrollments, we are better able to assess the need for teachers of color at the K-12 level. The goal is to replenish and increase in number the diminishing supply of African American, Asian, Hispanic, and Native American teachers.

This is the third "pipeline" report. While teacher education enrollments have increased by approximately 10 percent since the last survey was conducted in fall 1989, the racial/ethnic balance has not been significantly affected. The most recent data available indicate that approximately 14 percent of the current public and private school teaching force are members of a racial/ethnic group. At the same time, approximately 9 percent of bachelor degrees in education were conferred on Blacks, Hispanics, and other minorities. Conversely, K-12 minority enrollments have exceeded 31 percent and continue to climb at a steady pace. This knowledge suggests that we diligently work on improved minority participation rates in the 4 year college sector and implement more and better incentives for minorities to enter teacher education.

This report is organized in three sections. Section I highlights key points regarding the diversity of the nation's K-12 and postsecondary sectors. It offers national summary data on SCDE enrollments by race/ethnicity and gender institutional type, and academic field. Section II provides regional profiles (Northeast, Southeast, Central, and Western) in elementary and secondary school enrollment, and the diversity of postsecondary and SCDE enrollments. Lastly, Section III provides state SCDE enrollment figures by race/ethnicity, gender, and specialty area (early childhood, elementary, secondary, special, bilingual, and vocational education) and level (baccalaureate, postbaccalaureate, and doctoral).

## SURVEY DESCRIPTION

The primary purpose of the survey was to identify the number of students in the teacher education pipeline by race/ethnicity and gender. AACTE's membership roster was combined with that of the National Association of State Directors of Teacher Education and Certification (NASDTEC) to identify SCDEs. The survey instrument, mailed to all SCDEs on the combined list in October 1991, requested Fall 1990 enrollment figures. A copy of this form appears in Appendix C.

Usable responses were received by 712 institutions for a response rate of 60 percent. Response rates by AACTE member status are detailed in Appendix B.

The data presented in this report are drawn from a number of sources. For the most part, information on elementary and secondary enrollments are taken from the U.S. Department of Education's "Elementary and Secondary School Civil Rights Survey." Information on elementary and secondary teachers are taken from the "Schools and Staffing Survey" of the National Center for Education Statistics' (NCES) Postsecondary enrollments are from NCES's Integrated Postsecondary Education Data System (IPEDS) surveys and SCDE enrollments are from AACTE's teacher education pipeline survey.

Enrollment data for Asian Americans and Pacific Islanders are frequently combined into one category identified as Asian/Pacific Islander. Native American/American Indian and Alaskan Native categories are also frequently combined into the category identified as Native American/Alaskan Native.

This report also adheres to OERI classification in presenting regional data. The symbol (-) in all tables indicates less than 0.5 percent. The symbol (—) indicates that the data were unavailable. The "other" racial/ethnic category represents a number of different groups, predominantly "data unavailable." The "other" program category includes scores of programs ranging from art and music education to health and physical education.

## NATIONAL PROFILE SUMMARY

### ELEMENTARY AND SECONDARY STUDENTS

#### GROWTH

- From 1976 to 1984, total enrollment in public and private elementary and secondary schools decreased 9.2 percent. After 1984, total enrollment reversed its decline and increased 2.3 percent by 1989. Enrollment is expected to continue to increase an additional 8.3 percent by the year 2001.<sup>4</sup>
- From 1976 to 1984, public and private enrollment in grades K-8 increased 7.8 percent. From 1984 to 1989, enrollment increased 6.8 percent. By the year 2001, enrollment is expected to increase an additional 4.7 percent. Enrollment in grades 9-12 decreased 12.4 percent from 1976 to 1984. That number saw an additional decrease of 7.7 percent by the year 1989. These enrollments are expected to turn around and increase 17.7 percent by the year 2001.<sup>4</sup>

#### DIVERSITY

- The percentage of whites enrolled in public elementary and secondary schools decreased almost 17 percent from 1976 to 1990.<sup>1</sup>
- The percentage of Blacks/African Americans enrolled in grades 1-12 increased from 14.8 percent in 1970 to 16.5 in 1990.<sup>1</sup>
- The percentage of Hispanics enrolled in grades 1-12 has increased from 5.8 in 1972 to 11.6 in 1990.<sup>1</sup>
- The percentage of Asian/Pacific Islanders enrolled in public elementary and secondary schools increased approximately 158 percent from 1976 to 1990.<sup>1</sup>

### ELEMENTARY AND SECONDARY TEACHERS

#### GROWTH

- From 1976 to 1984, classroom teachers in public and private elementary and secondary schools have increased 2.2 percent. This number increased 9.1 percent by the year 1989, and is expected to increase an additional 18.5 percent by the year 2001.<sup>4</sup>
- Since 1976, the pupil-teacher ratio in elementary schools has decreased from 21.7 to 18.1 in 1989. This ratio is expected to continue to decline to 16.1 by the year 2001. For secondary schools, the pupil-teacher ratio decreased from 18.3 in 1976 to 14.9 in 1989. This ratio is projected to be 14.3 by the year 2001.<sup>4</sup>
- The total demand for new hiring of classroom teachers is projected to fluctuate through 1995, ranging from 187,000 to 209,000 annually. After 1995, it is expected to increase to 227,000 by the year 2000, before leveling off at 225,000 in 2001.<sup>4</sup>
- In 1991, 6.7 percent of all teachers reported 2 years or less of full-time teaching experience; 40.5 percent had from 3 to 14 years of full-time teaching experience; and more than half of all teachers (52.9 percent) had 15 or more years. The mean number of years of full-time teaching experience in 1991 was 15.<sup>5</sup>
- The average age of public elementary and secondary school teachers was 40.2 years in 1987-88.<sup>5</sup>

## DIVERSITY

- In 1990-91, the percentage of Black/African American public elementary and secondary school teachers was 9.2 percent.<sup>6</sup>
- In 1990-91, the percentage of Hispanic public elementary and secondary school teachers was 3.1 percent.<sup>6</sup>
- In 1987-88, public elementary and secondary school teachers were 29.5 percent male and 70.5 percent female.<sup>1</sup>
- The percentage of male teachers having 20 or more years of full-time teaching experience in 1991 was 44.9 percent. In 1976, that number was 11.5. The percentage of female teachers having 20 or more years of full-time teaching experience in 1991 was 31. In 1976, that percentage was 15.2.<sup>1</sup>

## POSTSECONDARY

### GROWTH

- From 1976 to 1984, enrollment in higher education increased 11.2 percent. From 1984 to 1989, that number increased 9.6 percent, and is expected to increase an additional 7.7 percent by the year 2001.<sup>4</sup>
- Enrollment in 4-year institutions increased 18.8 percent from 1976 to 1989. Enrollment in 2-year institutions grew 27.6 percent from 1976 to 1989.<sup>4</sup>
- The postsecondary enrollment of 18- to 24-year-olds increased 2.1 percent from 1981 to 1989. The postsecondary enrollment of students aged 25 years and over increased 18.9 percent from 1981 to 1989.<sup>4</sup>

### DIVERSITY

- Postsecondary enrollment of Blacks/African Americans decreased from 9.4 percent in 1976 to 8.9 percent in 1990.<sup>1</sup>
- Postsecondary enrollment of Hispanics increased from 3.5 percent in 1976 to 5.5 percent in 1990.<sup>1</sup>
- Postsecondary enrollment in 1976 of Asian/Pacific Islanders increased from 1.8 percent in 1976 to 4.0 percent in 1990.<sup>1</sup>
- Postsecondary enrollment in 1976 was 52 percent male and 46 percent female. In 1990, it was 45 percent male and 55 percent female.<sup>1</sup>
- Postsecondary enrollment in 1976 of women increased 37.6 percent from 1976 to 1989. By the year 2001, that number will increase an additional 10.7 percent.<sup>4</sup>
- From 1976 to 1989, postsecondary enrollment of men has increased 7.7 percent. By the year 2001, it is expected to increase an additional 4.2 percent.<sup>4</sup>

## TEACHER EDUCATION

### GROWTH

- Teacher education enrollment has increased approximately 10 percent from 1989-1991.
- The majority of teacher education students are enrolled in elementary education and secondary education programs. Secondary education saw a decrease in percentage enrollments, with 31.8 of the enrollments in 1989, and 30.6 in 1991. Elementary education programs enrolled 43.5 in 1989, and 43.9 in 1991.
- Early childhood and special education program enrollment increased slightly from 1989 to 1991. The percentage of SCDE enrollments in early childhood education was 7.8 percent in 1989, and 8.0 percent in 1991. The percentage of special education enrollments was 7.6 in 1989, and 8.2 percent in 1991.

### DIVERSITY

- Approximately 85 percent of teacher education students are White, 7 percent are Black/African American, about 4 percent are Hispanic, 1 percent are International/non-Resident, 0.5 percent are Native American/American Indian, and Pacific Islander and Alaskan Native represent less than 1 percent of enrollments. Approximately 2 percent of enrollments are other students.
- Mean SCDE enrollment in undergraduate teacher education in 1991 was 459 White, 41 Black/African American, 18 Hispanic, 7 Asian American, 5 Pacific Islander, 7 Native American/American Indian, 1 Alaska Native, 5 International/non-Resident, and 42 other students.
- Teacher education enrollment from 1989 to 1991 increased the most for Hispanics (44 percent), followed by Native American/Alaskan Natives (29 percent), Asian/Pacific Islanders (22 percent), and Black/African Americans (11 percent).
- Of the Hispanics enrolled in undergraduate teacher education, 58 percent were identified as Hispanic, almost 10 percent were identified as Mexican American or Chicano, and approximately 31 percent were identified as Puerto Rican.
- Early childhood and elementary education programs are predominantly female (96.3 and 89.6 percent, respectively).
- Postbaccalaureate teacher education programs are approximately 76 percent female, and doctoral programs are about 61 percent female.
- Postbaccalaureate and doctoral teacher education enrollment for Alaskan Natives is predominantly male (81 and 67 percent, respectively).
- Historically Black Institutions (HBI) enroll approximately 44 percent of all African Americans in education program.

## Footnotes

---

- (1) **America's Teachers: Profile of a Profession.** 1993. U.S. Department of Education, OERI: Washington, DC.
- (2) **Condition of Education.** 1993. Volume I. Elementary and Secondary Education. U.S. Department of Education, OERI: Washington, DC.
- (3) **Condition of Education.** 1993. Volume II. Postsecondary Education. U.S. Department of Education, OERI: Washington, DC.
- (4) Gerald, D. E. , Hussar, W. J. 1990. **Projections of Education Statistics to 2001: An Update.** U.S. Department of Education, OERI: Washington, DC.
- (5) **Status of the American Public School Teacher. 1990-1991.** 1992. National Education Association: Washington, DC.
- (6) U.S. Department of Education, National Center for Education Statistics, 1990-91 Schools and Staffing Survey, "Teacher Questionnaire."

## NATIONAL PROFILE

Table 1  
Enrollment in Public Elementary and Secondary Schools, by Race/Ethnicity, 1990

	N	%
White	27,719,311	68.0
Black	6,614,471	16.0
Hispanic	4,714,221	12.0
Asian/ Pacific Islander	1,379,231	3.0
American Indian/Alaskan Native	409,342	—

Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Projected Data."

Table 2  
Public Elementary and Secondary School Teachers,  
by Race/Ethnicity, 1990-1991

Racial/Ethnic Group	N	%
White	2,188,975	86.0
Black	233,893	9.2
Hispanic	80,046	3.1
Asian/Pacific Islander	25,952	1.0
American Indian/Alaskan Native	17,301	0.7
TOTAL	2,546,167	100.0

Source: U.S. Department of Education, National Center for Education Statistics, 1990-91 Schools and Staffing Survey, "Teacher Questionnaire."



## TEACHER EDUCATION POPULATIONS

Approximately 12 percent of all SCDE enrollees are members of a minority group. White enrollments are approximately 85 percent, Black/African American enrollments are approximately 7 percent, Hispanic enrollments are almost 4 percent, and Asian American enrollments are almost 1 percent. Native American, Pacific Islander, and Alaskan Native enrollments are less than 1 percent. International students represent approximately 1 percent of enrollments (see Table 3).

Females continue to overwhelmingly dominate the total number of students in SCDEs. The percentage of males is higher among International/non-resident students at 37 percent and Asian Americans at 31 percent. Males dominate the proportion of students among Alaskan Natives at 66 percent (see Table 4). SCDE enrollments across all racial/ethnic groups have increased. The largest increase has been among Hispanics at 44 percent. The smallest increase has been among White students at 8 percent. Enrollment overall has increased by approximately 10 percent (see Table 5).

Since 1989, the mean SCDE undergraduate enrollment has increased with approximately 459 White, 41 Black, 29 Hispanic, 8 Asian/Pacific Islander, 7 Native American/Alaskan Native, and 27 other students enrolled.

Table 3  
SCDE Enrollment, by Race/Ethnicity, 1991

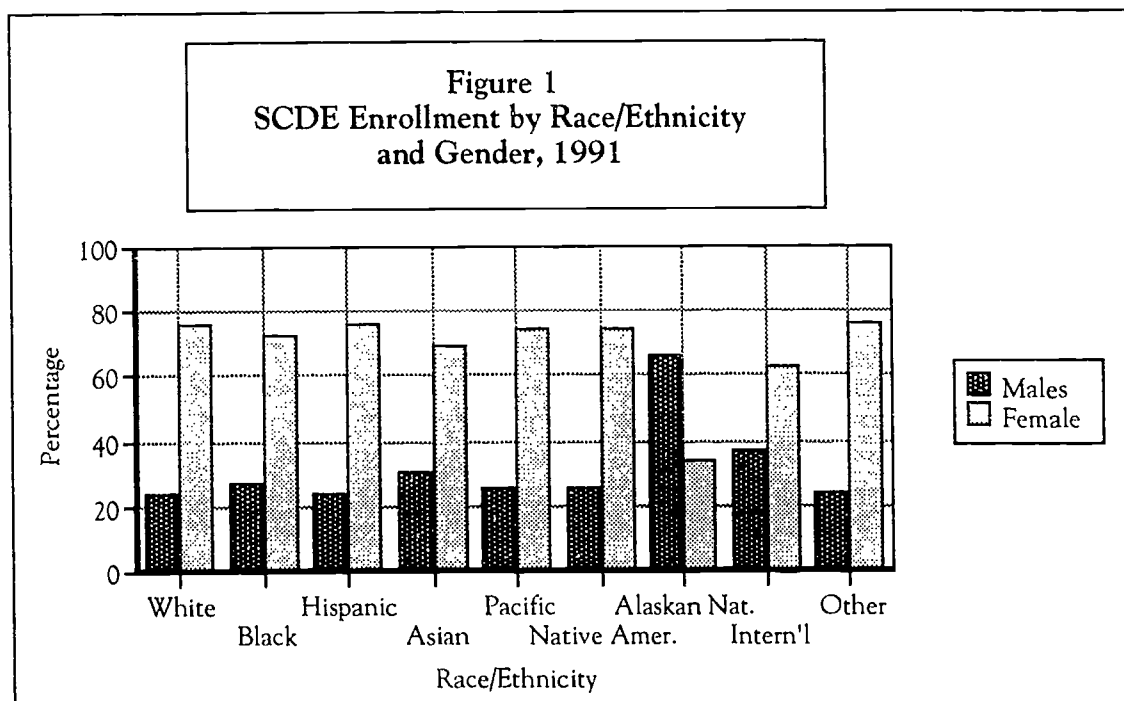
	N	%
White (non-Hispanic)	460,377	84.7
Black/African American	37,422	6.9
Hispanic	19,327	3.6
Asian American	4,776	0.9
Pacific Islander	540	-
Native American/American Indian	2,893	0.5
Alaskan Native	83	-
International or non-Resident	5,214	1.0
Other	12,750	2.3
Total	543,382	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991

Table 4  
SCDE Enrollment, by Race/Ethnicity and Gender, 1991

	Male		Female	
	N	%	N	%
White (non-Hispanic)	109,082	23.8	349,397	76.2
Black/African American	10,592	27.1	28,461	72.9
Hispanic	4,586	23.8	14,680	76.2
Asian American	1,562	30.7	3,523	69.3
Pacific Islander	147	25.7	426	74.3
Native American/American Indian	695	25.9	1,985	74.1
Alaskan Native	58	65.9	30	34.1
International or non-Resident	1,915	36.9	3,273	63.1
Other	3,098	24.1	9,747	75.9

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 5**  
**Percent Change SCDE Enrollment, by Race/Ethnicity,**  
**Fall 1989 and Fall 1991**

	1989		1991		% change
	N	%	N	%	
White	426,748	86.5	459,279	84.6	+7.6
Black/African American	33,436	6.8	37,422	5.9	+11.9
Hispanic	13,533	2.7	19,500	3.6	+44.1
Asian/Pacific Islander	4,469	-	5,471	1.0	+22.4
Native American/Alaskan Native	2,282	-	2,940	-	+28.9
Other	13,138	2.7	17,964	3.3	+36.7
Total	493,606	100.0	542,576	100.0	+9.9

Source: AACTE, Teacher Education Minority Enrollment Survey, 1989, and *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 6**  
**Mean SCDE Undergraduate Enrollment, by Race/Ethnicity,**  
**Fall 1989 and Fall 1991**

	1989	1991
White	388	459
Black	28	41
Hispanic	11	29
Asian/Pacific Islander	3	8
Native American/Alaskan Native	2	7
Other	7	27

Source: AACTE, Teacher Education Minority Enrollment Survey, 1989, and *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

## HBI ENROLLMENTS

Table 7  
HBI and other SCDE Enrollment, by Race/Ethnicity, 1991

	HBI		Other SCDE	
	N	%	N	%
White (non-Hispanic)	3,705	22.8	257,995	87.1
Black/African American	11,815	72.6	15,083	5.1
Hispanic	516	3.2	11,499	3.9
Asian American	38	-	2,478	0.8
Pacific Islander	2	-	374	-
Native American/American Indian	25	-	1,656	0.6
Alaskan Native	1	-	34	-
International or non-Resident	46	-	2,274	0.8
Other	118	0.7	4,934	1.7
Total	16,266	100.0	296,327	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

## HISPANIC ENROLLMENT

The 1991 survey polled institutions about ethnic sub-groups within the Hispanic population. Of undergraduate Hispanic enrollments, 58 percent are identified as Hispanic, while 31 percent are identified as Puerto Rican and approximately 10 percent as Mexican or Chicano (see Table 8).

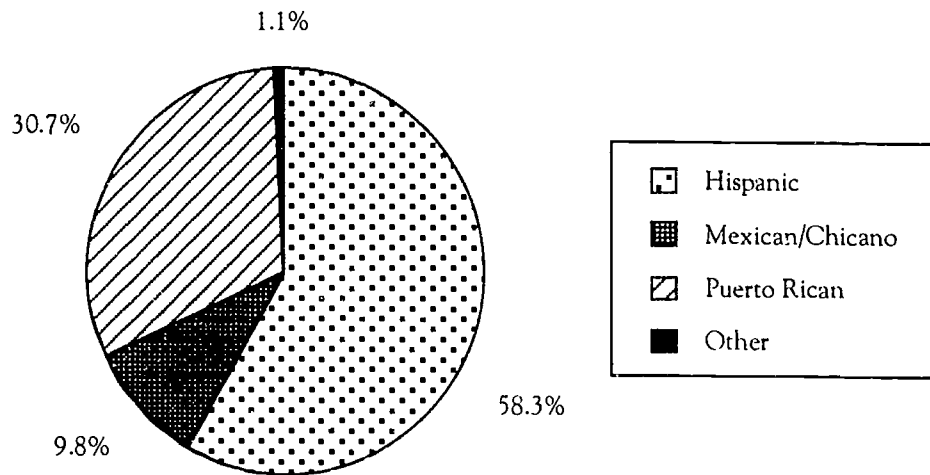
The percentage of Hispanic females by ethnic sub-group range from 77 percent to approximately 82 percent, Puerto Rican students having the highest percentage of males (see Table 9).

Table 8  
Total SCDE Undergraduate Hispanic Enrollment, by Sub-Group, 1991

	N	%
Hispanic	7,332	58.3
Mexican American/Chicano	1,235	9.8
Puerto Rican	3,864	30.7
Other Hispanic	136	1.1
Total	12,567	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Figure 2**  
**Hispanic SCDE Enrollment by Sub-Group, 1991**



N=12,567

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 9**  
**Hispanic SCDE Undergraduate Enrollment by Sub-Group and Gender, 1991**

	Male		Female	
	N	%	N	%
Hispanic	1,534	20.9	5,819	79.1
Mexican American or Chicano	240	19.4	994	80.6
Puerto Rican	890	23.3	2,937	76.7
Other Hispanic	24	17.6	112	82.4
Total	2,688	21.4	9,862	78.6

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

## SCDE UNDERGRADUATE ENROLLMENT

The proportion of males enrolled in undergraduate SCDE ranges from approximately 18 percent to 34 percent. The International/non-Resident population reported the highest percentage of male enrollment and the Pacific Islander population the lowest percentage. The overwhelming percentage of undergraduate enrollees at SCDEs remain white and female (see Table 11).

The mean undergraduate enrollment for all SCDEs is 585, with approximately 459 White, 41 Black/African American, 18 Hispanic, 7 Asian American, 5 Pacific Islander, 7 Native American/American Indian, 1 Alaskan Native, 5 International or non-Resident, and 42 other students enrolled (see Table 12).

Table 10  
Undergraduate Enrollment, by Race/Ethnicity, 1991

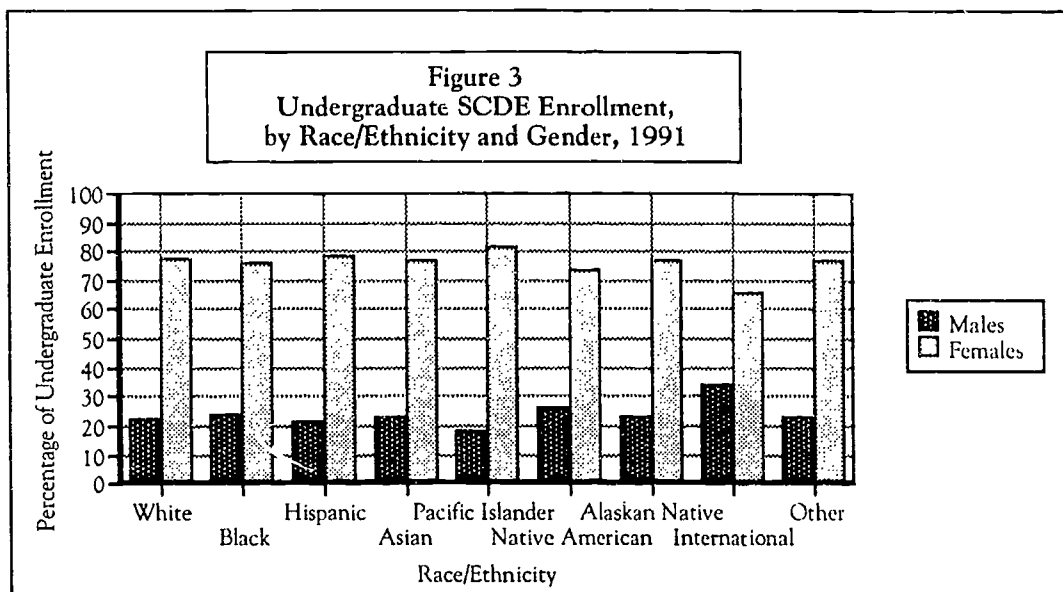
	Total	
	N	%
White (non-Hispanic)	297,604	86.4
Black/African American	22,624	6.6
Hispanic	12,567	3.6
Asian American	2,590	0.8
Pacific Islander	401	-
Native American/American Indian	1,796	0.5
Alaskan Native	12	-
International or non-Resident	974	-
Other	5,891	1.7
Total	344,459	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

Table 11  
Undergraduate Enrollment, by Race/Ethnicity and Gender, 1991

	Male		Female	
	N	%	N	%
White (non-Hispanic)	66,913	22.5	230,421	77.5
Black/African American	5,423	24.0	17,215	76.0
Hispanic	2,688	21.4	9,862	78.6
Asian American	599	23.2	1,988	76.8
Pacific Islander	73	18.2	329	81.8
Native American/American Indian	498	26.1	1,407	73.9
Alaskan Native	5	22.7	17	77.3
International or non-Resident	331	33.9	644	66.1
Other	1,316	22.7	4,471	77.3

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 12**  
**Mean Undergraduate SCDE Enrollment, by Race/Ethnicity, 1991**

Group	Mean
White (non-Hispanic)	459
Black/African American	41
Hispanic	18
Asian American	7
Pacific Islander	5
Native American/American Indian	7
Alaskan Native	1
International or non-Resident	5
Other	42

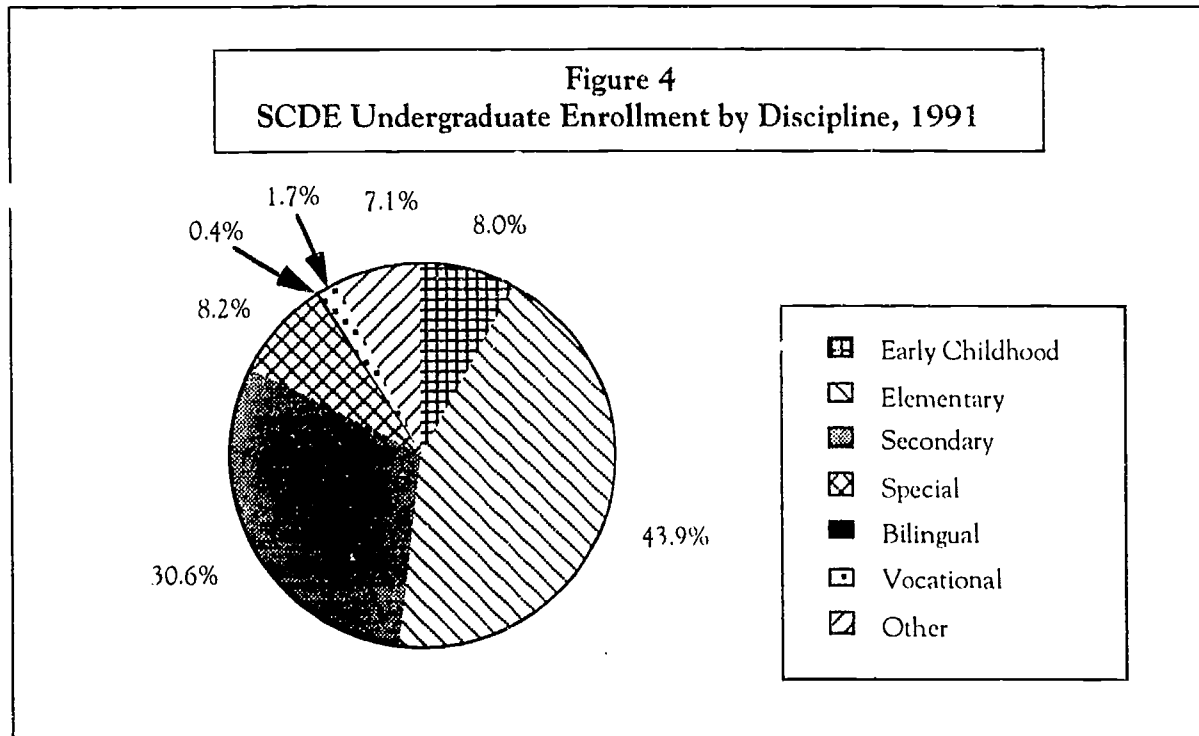
Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



## SCDE UNDERGRADUATE ENROLLMENT BY DISCIPLINE

The greatest proportion of teacher education students are pursuing degrees in elementary education (44 percent) and secondary education (32 percent), with over 8 percent enrolled in special education programs. Early childhood education programs reflect 8 percent of enrollments, and vocational education reflects almost 2 percent. Less than 1 percent of undergraduate enrollments are in bilingual education programs. The "other" category represents a large number of different programs ranging from physical education and business education to art and language education (see Table 13).

Among academic disciplines, White students dominate all programs with the exception of bilingual education which has predominantly Hispanic enrollments (54 percent). Vocational education programs enroll the highest proportion of Black/African Americans (13 percent), and Native American/American Indians are represented in bilingual education programs at slightly more than 2 percent (see Table 14).



N=344,459

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

Table 13  
SCDE Undergraduate Enrollment, by Discipline, 199\*

	N	%
Early Childhood	27,648	8.0
Elementary	151,128	43.9
Secondary	105,569	30.6
Special	28,411	8.2
Bilingual	1,479	0.4
Vocational	5,727	1.7
Other	24,497	7.1
Total	344,459	100.0

Source: AACTE, Survey of Teacher Education Enrollments by Race/  
Ethnicity and Gender, Fall, 1991.

Table 14  
SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/ American Indian	Alaskan Native	International/ non-Resident	Other
Early Childhood	27,648	86.2	9.1	2.8	0.7	-	-	-	-	.6
Elementary	151,128	87.2	6.4	3.4	0.8	-	0.5	-	-	1.4
Secondary	105,569	87.1	5.7	4.0	0.8	-	0.6	-	-	1.3
Special	28,411	87.8	6.6	3.1	0.5	-	0.5	-	-	1.3
Bilingual	1,479	36.8	2.1	54.2	1.3	-	2.2	-	2.0	1.2
Vocational	5,727	78.7	12.8	4.3	0.5	-	0.6	-	0.6	2.4
Other	24,497	82.1	7.2	1.9	0.5	-	0.5	-	-	7.3

Note: Percent may not equal 100 due to rounding.

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

## DISCIPLINE ENROLLMENT BY RACE/ETHNICITY AND GENDER

Tables 15-20 detail SCDE undergraduate enrollment by discipline, race/ethnicity, and gender.

Females are the overwhelming majority in early childhood education at 96 percent (see Table 15). Male enrollment is greatest in the area of vocational education at 48 percent. The greatest amount of gender and ethnic/racial cultural diversity is found in vocational education (see Table 20).

**Table 15**  
**Early Childhood Enrollment, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	771	3.2	23,042	96.8
Black/African American	201	8.0	2,305	92.0
Hispanic	21	2.7	753	97.3
Asian American	11	5.8	179	94.2
Pacific Islander	1	4.3	22	95.7
Native American/American Indian	3	4.0	72	96.0
Alaskan Native	-	-	3	100.0
International or non-Resident	2	3.1	63	96.9
Other	16	9.9	146	90.1
Gender Total	1,026	3.7	26,585	96.3

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 16**  
**Elementary Education Enrollment, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	13,162	10.0	118,460	90.0
Black/African American	1,278	13.2	8,426	86.8
Hispanic	708	13.7	4,462	86.3
Asian American	178	14.4	1,060	85.6
Pacific Islander	23	9.5	218	90.5
Native American/American Indian	124	14.1	756	85.9
Alaskan Native	2	12.5	14	87.5
International or non-Resident	54	18.9	232	81.1
Other	253	12.4	1,791	87.6
Total	15,782	10.4	135,419	89.6

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 17**  
**Secondary Education Enrollment, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	40,324	43.9	51,567	56.1
Black/African American	2,635	43.7	3,389	56.3
Hispanic	1,428	33.5	2,831	66.5
Asian American	328	39.3	506	60.7
Pacific Islander	48	39.3	74	60.7
Native American/American Indian	270	43.5	351	56.5
Alaskan Native	2	100.0	-	-
International or non-Resident	185	48.6	196	51.4
Other	57	7.0	754	93.0
Total	45,277	43.1	59,668	56.9

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 18**  
**Special Education Enrollment, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	3,158	12.7	21,686	87.3
Black/African American	377	20.1	1,501	79.9
Hispanic	101	11.6	772	88.4
Asian American	25	16.6	126	83.4
Pacific Islander	-	-	6	100.0
Native American/American Indian	26	18.8	112	81.2
Alaskan Native	-	-	-	-
International or non-Resident	9	12.2	65	87.8
Other	44	13.5	282	86.5
Total	3,740	13.2	24,550	86.8

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 19**  
**Bilingual Education Enrollment, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	89	16.3	456	83.7
Black/African American	4	12.9	27	87.1
Hispanic	137	17.1	664	82.9
Asian American	6	31.6	13	68.4
Pacific Islander	-	-	2	100.0
Native American/American Indian	8	24.2	25	75.8
Alaskan Native	-	-	-	-
International or non-Resident	11	36.7	19	63.3
Other	5	27.8	13	72.2
Total	260	17.6	1,219	82.4

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 20**  
**Vocational Education Enrollment, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	2,202	48.8	2,306	51.2
Black/African American	295	40.2	439	59.8
Hispanic	133	54.1	113	45.9
Asian American	10	38.5	16	61.5
Pacific Islander	-	-	-	-
Native American/American Indian	20	57.1	15	42.9
Alaskan Native	1	100.0	-	-
International or non-Resident	21	60.0	14	40.0
Other	51	44.3	64	55.7
Total	2,733	47.9	2,967	52.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

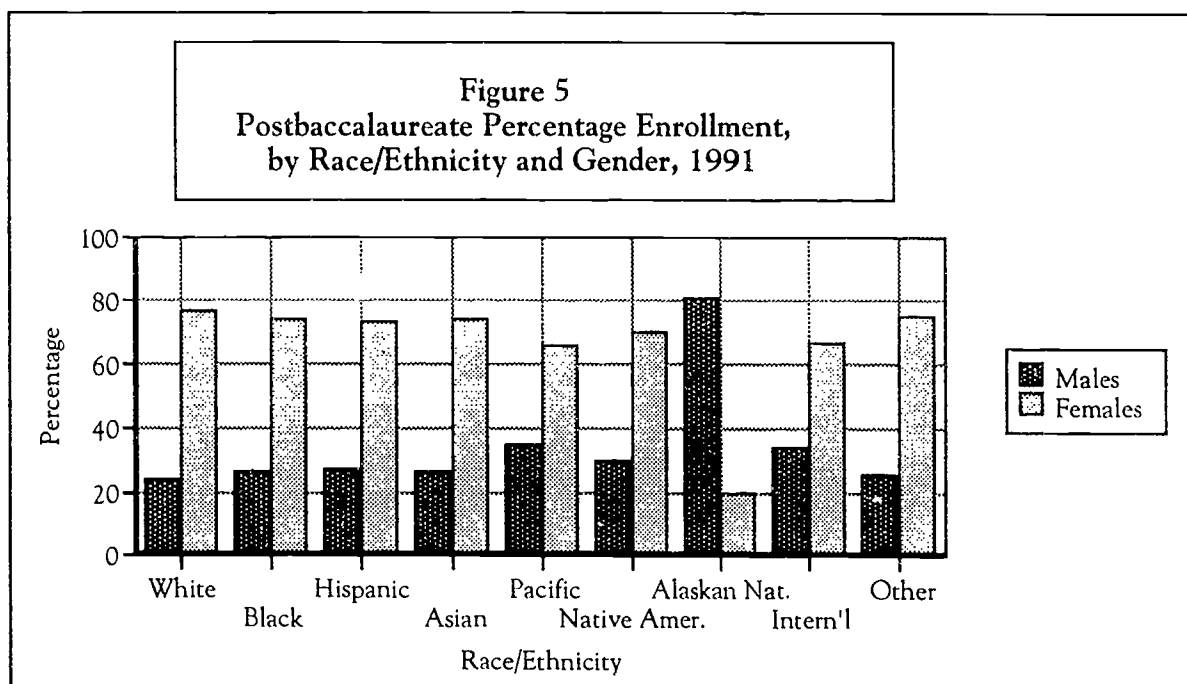
## POSTBACCALAUREATE ENROLLMENT

Table 22 indicates that postbaccalaureate teaching programs enroll the greatest number of students over counseling and administration programs. Administrative programs appear to be the most ethnically diverse, with minorities representing almost 17 percent of the enrollment. Teaching and counseling programs are about 21 percent and 22 percent male respectively, whereas Administration programs are almost 40 percent male.

Table 21  
Postbaccalaureate Enrollment, by Race/Ethnicity and Gender, 1991

	Male		Female	
	N	%	N	%
White (non-Hispanic)	33,004	23.9	105,273	76.1
Black/African American	2,695	26.2	9,601	73.8
Hispanic	1,568	27.0	4,229	73.0
Asian American	434	26.3	1,219	73.7
Pacific Islander	42	34.7	79	65.3
Native American/American Indian	194	29.3	469	70.7
Alaskan Native	50	80.6	12	19.4
International or non-Resident	945	33.6	1,871	66.4
Other	1,448	24.8	4,391	75.2
Total	40,380	24.1	127,144	75.9

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 22**  
**Postbaccalaureate Enrollment, by Race/Ethnicity and Specialty Area, 1991**

	Teaching		Counseling		Administration		Other	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	82,511	83.9	21,610	81.4	19,209	78.7	15,475	80.6
Black/African American	6,344	6.5	2,300	8.7	2,427	9.9	1,253	6.5
Hispanic	2,992	3.0	906	3.4	990	4.1	943	4.9
Asian American	924	0.9	236	0.9	249	1.0	248	1.3
Pacific Islander	65	-	16	-	24	-	16	0.1
Native American/American Indian	380	-	129	0.5	362	1.5	55	0.3
Alaskan Native	39	-	27	-	2	-	-	-
International or non-Resident	1,477	1.5	309	1.2	550	2.3	506	2.6
Other	3,624	3.7	1,011	3.8	604	2.5	701	3.7
Total	98,356	100.0	26,544	100.0	24,417	100.0	19,197	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 23**  
**Postbaccalaureate Enrollment in Teaching, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	16,659	20.3	65,223	79.7
Black/African American	1,179	18.7	5,134	81.3
Hispanic	745	25.0	2,239	75.0
Asian American	228	24.7	696	75.3
Pacific Islander	17	26.2	48	73.8
Native American/American Indian	115	30.2	266	69.8
Alaskan Native	31	75.6	10	24.4
International or non-Resident	486	33.6	961	66.4
Other	806	22.6	2,765	77.4
Total	20,266	20.8	77,342	79.2

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 24**  
**Postbaccalaureate Enrollment in Counseling, by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	4,748	22.0	16,855	78.0
Black/African American	478	20.8	1,322	79.2
Hispanic	207	23.1	690	76.9
Asian American	65	27.5	171	72.5
Pacific Islander	3	18.8	13	81.3
Native American/American Indian	24	18.9	103	81.1
Alaskan Native	7	77.8	2	22.2
International or non-Resident	67	21.4	246	78.6
Other	202	20.6	779	79.4
Total	5,801	21.9	20,681	78.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

**Table 25**  
**Postbaccalaureate Enrollment in Administration,**  
**by Race/Ethnicity and Gender, 1991**

	Male		Female	
	N	%	N	%
White (non-Hispanic)	7,789	40.3	11,530	59.7
Black/African American	721	29.7	1,706	70.3
Hispanic	356	36.6	617	63.4
Asian American	78	32.1	165	67.9
Pacific Islander	16	66.7	8	33.3
Native American/American Indian	44	42.7	59	57.3
Alaskan Native	2	100.0	0	0.0
International or non-Resident	242	44.0	308	56.0
Other	258	43.6	334	56.4
Total	9,506	39.2	14,727	60.8

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



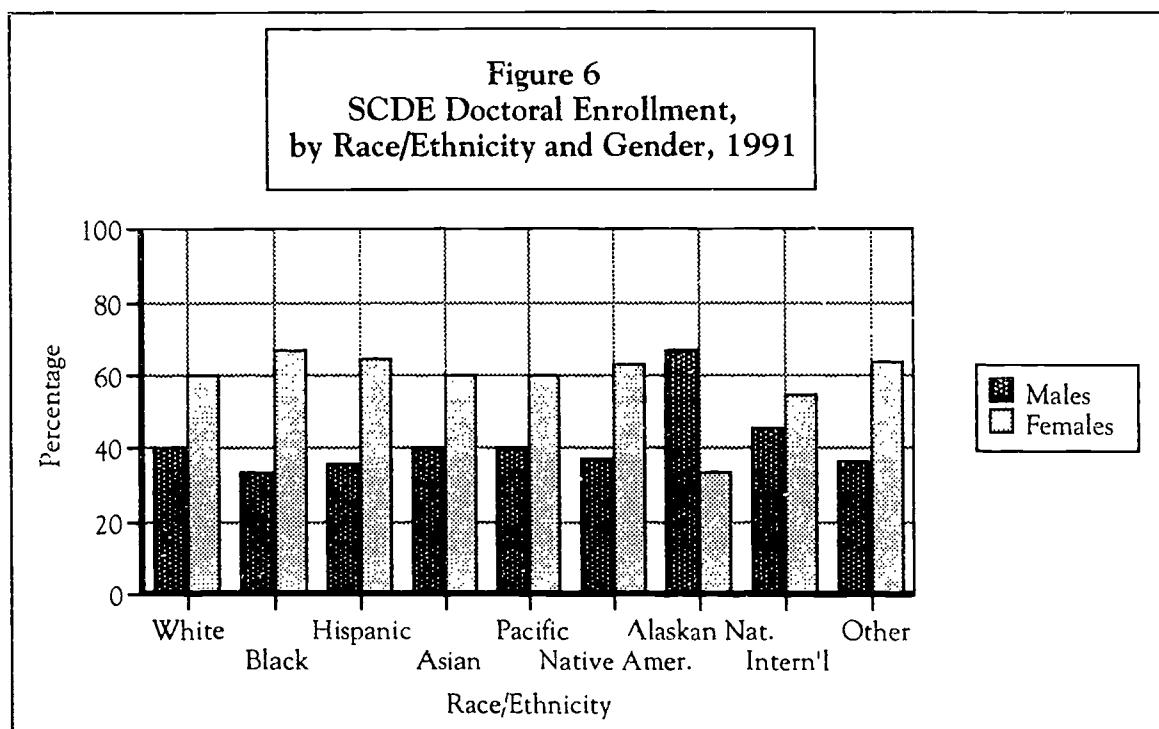
## DOCTORAL ENROLLMENT

The average percent of males enrolled in doctoral programs is 42 percent. Comparatively, African Americans represent the smallest proportion of male doctoral enrollments at approximately 33 percent.

Table 26  
SCDE Doctoral Enrollment, by Race/Ethnicity and Gender, 1991

	Total N	Male N	Male %	Female %	Female N
White (non-Hispanic)	22,868	9,165	40.1	59.9	13,703
Black/African American	2,474	829	33.5	66.5	1,645
Hispanic	919	330	35.9	64.1	589
Asian American	529	213	40.3	59.7	316
Pacific Islander	30	12	40.0	60.0	18
Native American/American Indian	173	64	37.0	63.0	109
Alaskan Native	3	2	66.7	33.3	1
International or non-Resident	1,397	639	45.7	54.3	758
Other	919	334	36.3	63.7	585
Total	29,312	11,588	39.5	60.5	17,724

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

## REGIONAL SUMMARIES

### NORTHEAST REGION

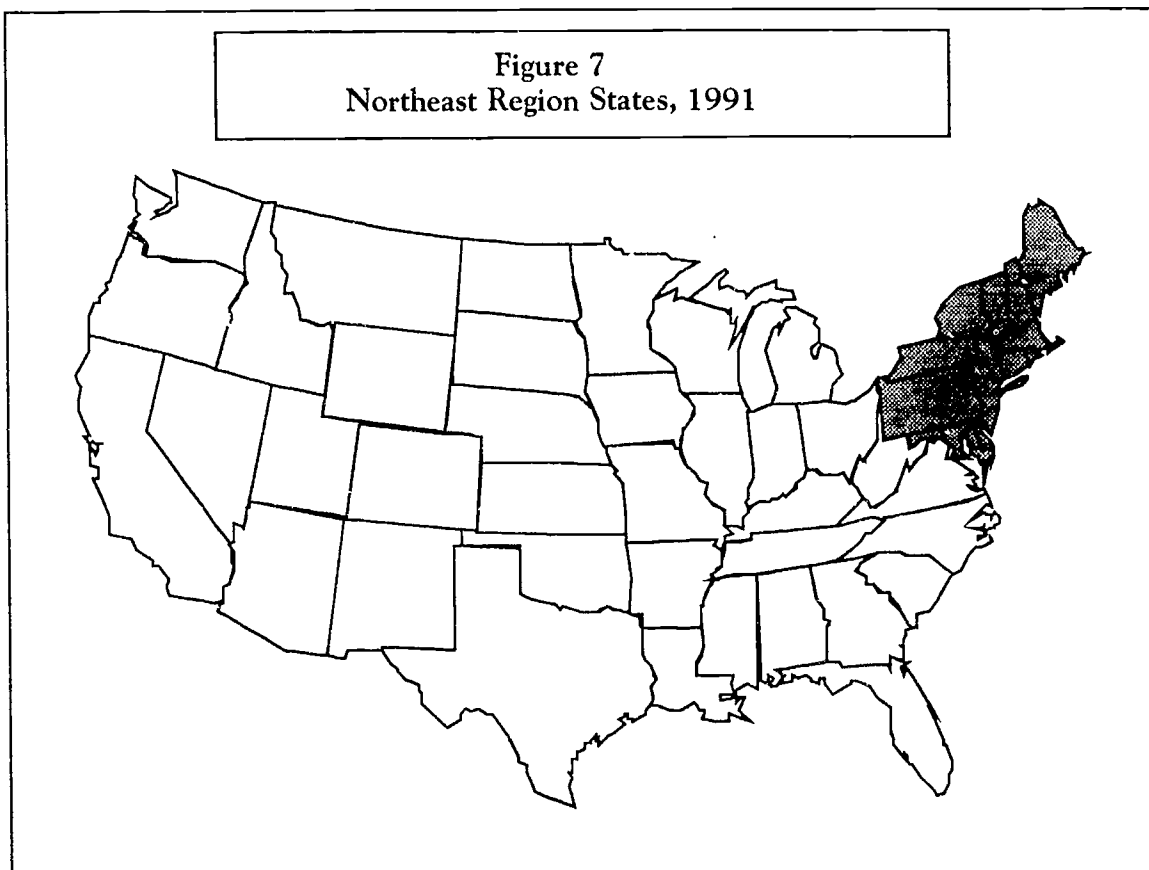
For the K-12 grades, the African American student enrollment is largest (90 percent) in the District of Columbia. Hispanic and Asian/Pacific Islander enrollment is greatest in New York at 23 and 6 percent, respectively (see Table 27).

The District of Columbia has the highest percentage of African American teachers at 84 percent, followed by Maryland at 23, and Delaware at 13 percent (see Table 28). The proportions of Hispanic teachers are greatest in New York at 5 percent and the District of Columbia at 4 percent. The percentage of Asian/Pacific Islander teachers are largest in New York at 1 percent. American Indian/Alaskan Native teachers are in greatest proportion in Maine at 1 percent.

The largest percentage of African American enrollment in higher education is in the District of Columbia (31 percent). Hispanics and Asian/Pacific Islander enrollment is largest in New York at 7 percent and 5 percent respectively (see Table 29).

The percentage of African American enrollees in teacher education is greatest in the District of Columbia at 33 percent. With the exception of Puerto Rico, the greatest population of Hispanic enrollment (6 percent) is in New York. New York also has the greatest Asian/Pacific Islander enrollment at approximately 2 percent (see Table 30).

Figure 7  
Northeast Region States, 1991



# NORTHEAST REGION

**Table 27**  
**Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity,**  
**Fall 1990**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Connecticut	72	14	12	3	-
Delaware	66	29	3	2	-
District of Columbia	4	90	5	1	-
Maine	97	1	—	2	—
Maryland	58	35	3	4	-
Massachusetts	73	12	10	4	-
New Hampshire	95	1	2	1	-
New Jersey	56	24	16	4	-
New York	43	28	23	6	-
Pennsylvania	71	22	4	2	-
Rhode Island	92	2	4	2	-
Vermont	98	1	-	1	-

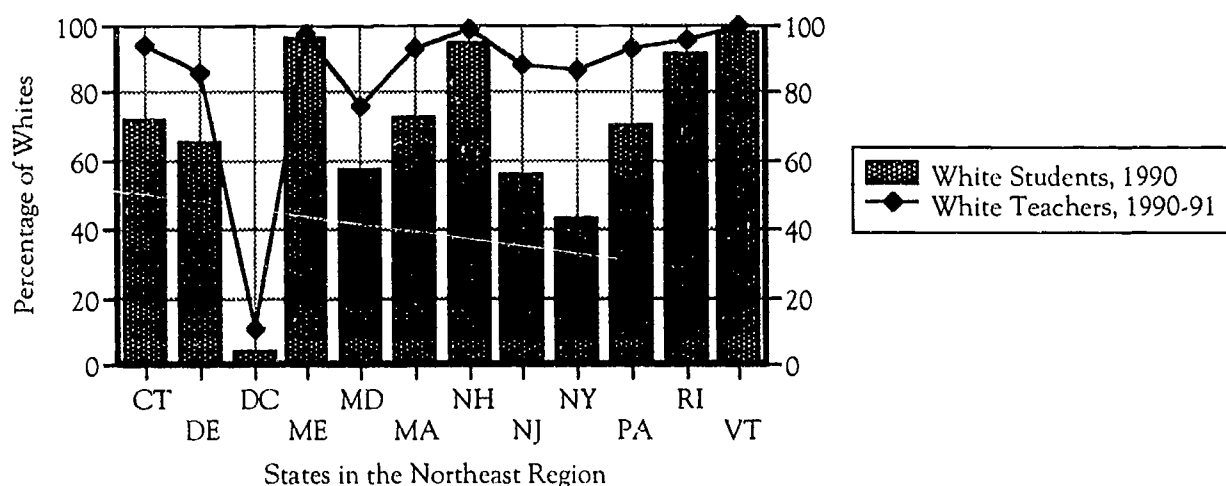
Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data."

**Table 28**  
**Percentage Distribution of Public Elementary and Secondary School Teachers,**  
**by State and Race/Ethnicity, 1990-1991**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Connecticut	94.5	3.6	1.6	-	-
Delaware	86.3	12.8	0.7	-	-
District of Columbia	10.3	84.4	4.4	0.9	-
Maine	97.3	1.0	-	-	1.4
Maryland	76.2	22.8	-	0.5	-
Massachusetts	93.2	4.0	1.9	-	0.6
New Hampshire	99.5	-	-	-	-
New Jersey	88.4	8.2	2.9	-	-
New York	87.0	6.9	4.7	1.3	-
Pennsylvania	93.1	5.2	-	-	1.2
Rhode Island	96.3	2.9	0.7	-	-
Vermont	99.6	-	-	-	-

Source: U.S. Department of Education, National Center for Education Statistics, 1990-91 Schools and Staffing Survey, "Teacher Questionnaire."

**Figure 8**  
**Northeast Region**  
**Percentage of White Students and White Teachers, 1990-1991**



Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data," and U.S. Department of Education, National Center for Education Statistics, 1987-88 Schools and Staffing Survey, "Teacher Questionnaire."

Table 29  
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990

	Total N	White %	Black %	Hispanic %	Asian/ Pacific Islander %	American Indian/ Alaskan Native %	International/ non-Resident %
Connecticut	168,530	85.1	5.9	3.3	2.6	-	2.9
Delaware	42,004	83.7	11.2	1.3	1.7	-	1.9
District of Columbia	80,669	50.8	30.7	3.0	4.0	-	11.2
Maine	57,186	97.0	0.5	-	0.7	0.7	0.7
Maryland	259,700	73.5	17.1	1.8	4.4	-	2.9
Massachusetts	418,874	83.4	4.4	3.0	3.9	-	5.0
New Hampshire	59,510	95.0	1.0	0.8	1.3	-	1.4
New Jersey	323,947	74.6	10.2	6.7	4.4	-	3.8
New York	1,035,323	72.3	10.8	7.2	4.7	-	4.6
Pennsylvania	604,060	86.6	7.3	1.3	2.2	-	2.4
Rhode Island	78,273	89.4	3.3	2.1	2.4	-	2.6
Vermont	36,398	93.9	1.0	1.2	1.6	-	2.0

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990.

Table 30  
SCDE Enrollment, by State and Race/Ethnicity, 1991

	Total N	White %	Black/African American %	Hispanic %	Asian American %	Pacific Islander %	Native American/ American Indian %	Alaskan Native %	International/ non-Resident %	Other %
Connecticut	2,633	92.0	2.3	3.5	-	-	-	-	-	1.6
Delaware	3,037	86.4	12.0	0.9	-	-	-	-	-	-
Dist. of Columbia	2,641	51.8	33.4	1.7	1.3	-	-	-	3.8	7.5
Maine	2,022	97.6	-	-	-	-	-	-	-	1.4
Maryland	5,729	74.5	22.0	1.2	1.1	-	-	-	-	0.9
Massachusetts	11,414	81.2	3.1	1.7	1.2	-	-	-	2.2	10.5
New Hampshire	1,699	88.5	-	0.5	-	-	-	-	-	10.1
New Jersey	9,882	79.4	6.3	3.7	0.6	-	-	-	-	9.7
New York	26,578	73.4	6.2	5.6	1.6	-	-	-	3.2	9.8
Pennsylvania	46,174	93.8	3.6	0.8	0.6	-	-	-	-	-
Puerto Rico	4,479	-	-	99.9	-	-	-	-	-	-
Rhode Island	4,438	91.0	1.2	0.8	-	-	-	-	-	6.3
Vermont	1,330	96.8	0.7	1.2	1.0	-	-	-	-	-

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

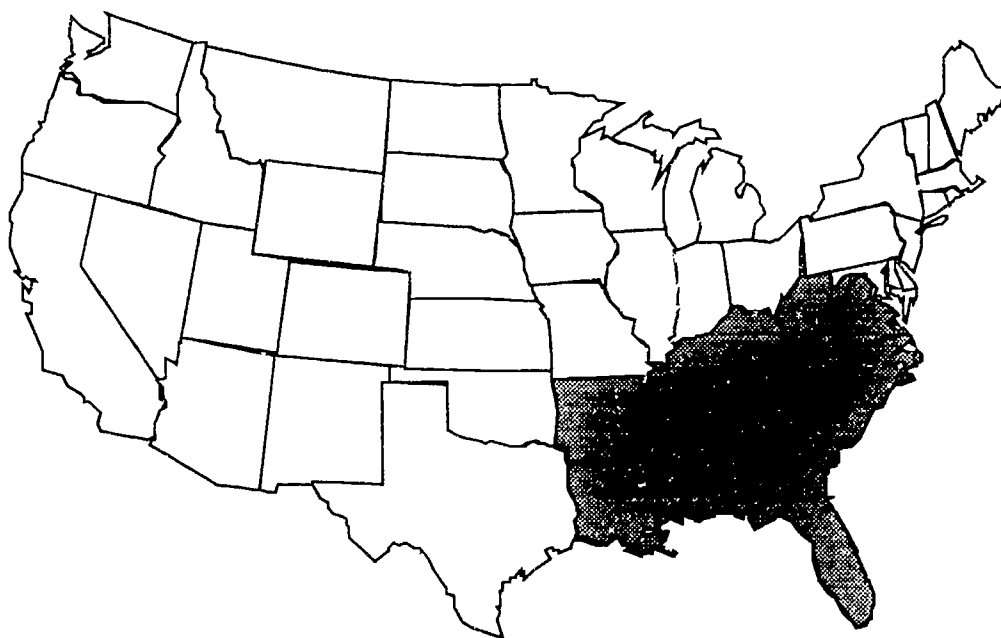
## SOUTHEAST REGION

For the K-12 grades, African American student enrollment is largest in Mississippi at 54 percent. Hispanic presence is greatest in Florida at 13 percent, Asian/Pacific Islander enrollment is largest in Virginia at 4 percent and American Indian/Alaskan Native is largest in North Carolina at 2 percent.

In Southeast, higher education the greatest presence of African American is 27 percent in Mississippi, while the greatest regional concentration of Hispanics is 11 percent in Florida. The percentage of Asian/Pacific Islanders is greatest in Virginia at 3 percent.

The largest percentage of African Americans in teacher education (36 percent) is enrolled in Mississippi. The greatest regional concentration of Hispanics is 9 percent in Florida. The greatest percentage of Native American/American Indians are in Alabama at 2 percent. Asian/Pacific Islander enrollment is less than 1 percent in any single state in the Southeast region.

**Figure 9**  
**Southeast Region States, 1991**



**Table 31**  
**Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity,**  
**Fall 1990**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Alabama	63	36	-	-	1
Arkansas	66	32	-	1	-
Florida	61	25	13	2	-
Georgia	60	37	1	1	—
Kentucky	86	13	-	1	-
Louisiana	51	47	1	1	-
Mississippi	45	54	-	1	-
North Carolina	63	33	1	1	2
South Carolina	57	42	-	1	-
Tennessee	69	30	-	1	-
Virginia	67	26	3	4	—
West Virginia	95	5	-	-	-

Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data."

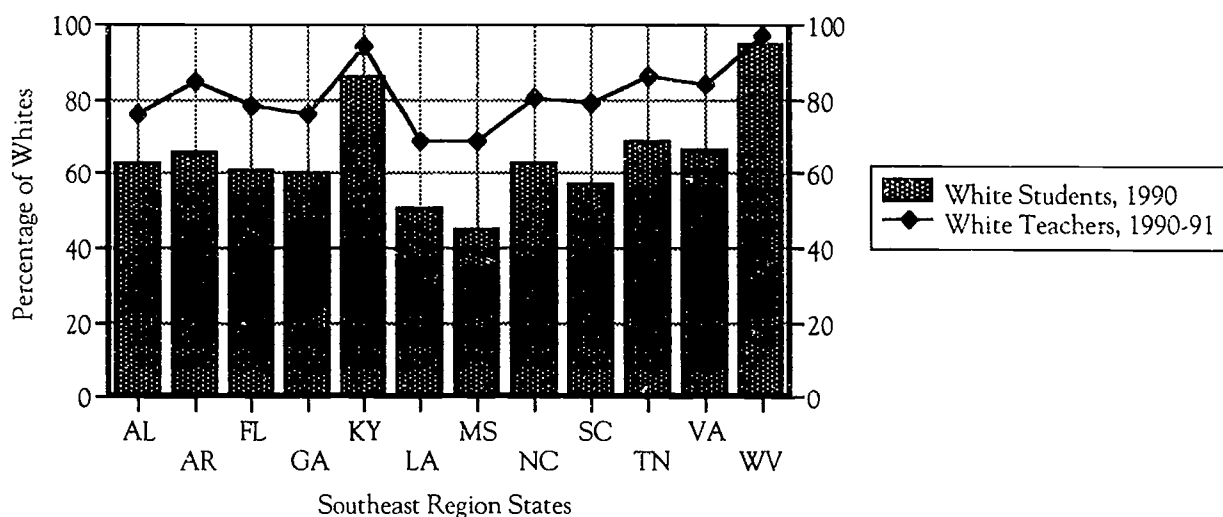
**Table 32**  
**Percentage Distribution of Public Elementary and Secondary School Teachers,**  
**by State and Race/Ethnicity, 1990-1991**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Alabama	75.8	23.5	-	-	-
Arkansas	85.1	13.9	-	-	0.6
Florida	78.3	15.3	6.1	-	-
Georgia	76.2	22.6	0.5	-	-
Kentucky	94.3	4.8	-	-	0.7
Louisiana	69.0	29.4	0.7	-	0.7
Mississippi	68.6	30.7	-	-	-
North Carolina	80.6	17.1	1.0	-	1.2
South Carolina	78.7	20.9	-	-	-
Tennessee	86.2	13.2	-	-	-
Virginia	83.8	15.0	0.7	8.3	-
West Virginia	96.8	2.4	-	-	0.5

Source: U.S. Department of Education, National Center for Education Statistics, 1990-91 Schools and Staffing Survey, "Teacher Questionnaire."



Figure 10  
Southeast Region  
Percentage of White Students and White Teachers, 1990-1991



Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data," and U.S. Department of Education, National Center for Education Statistics, 1987-88 Schools and Staffing Survey, "Teacher Questionnaire."

Table 33  
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990

	Total N	White %	Black %	Hispanic %	Asian/ Pacific Islander %	American Indian/ Alaskan Native %	International/ non-Resident %
Alabama	217,550	76.6	19.8	0.5	0.8	-	2.1
Arkansas	90,425	83.1	14.1	0.5	0.8	0.5	1.6
Florida	538,389	73.9	9.9	10.9	2.0	-	3.0
Georgia	251,810	75.1	19.5	1.1	1.7	-	2.3
Kentucky	177,852	91.4	5.9	-	0.8	-	1.3
Louisiana	186,599	69.9	24.0	1.8	1.4	0.5	2.4
Mississippi	122,883	69.7	27.4	-	0.6	-	1.6
North Carolina	351,990	77.8	17.6	0.7	1.6	0.9	1.4
South Carolina	159,302	77.2	19.6	0.6	0.9	-	1.5
Tennessee	226,238	82.5	13.8	0.6	1.0	-	1.9
Virginia	353,442	79.4	14.0	3.2	3.2	-	1.7
West Virginia	84,790	92.9	3.7	-	0.8	-	1.9

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990.

Table 34  
SCDE Enrollment, by State and Race/Ethnicity, Fall 1991

	Total N	White %	Black/African American %	Hispanic %	Asian American %	Pacific Islander %	Native American/ American Indian %	Alaskan Native %	International/ non-Resident %	Other
Alabama	14,967	80.6	16.7	-	-	-	1.9	-	-	-
Arkansas	5,330	81.8	15.1	-	-	-	-	-	-	2.1
Florida	22,440	75.5	13.1	9.0	0.7	-	-	-	0.9	-
Georgia	17,874	84.6	13.2	0.6	-	-	-	-	1.0	-
Kentucky	12,373	95.2	3.4	-	-	-	-	-	0.6	-
Louisiana	10,294	82.2	14.2	0.9	0.6	-	-	-	0.8	1.0
Mississippi	5,097	63.6	35.7	-	-	-	-	-	-	-
North Carolina	14,178	76.8	15.9	3.3	-	-	1.8	-	-	1.3
South Carolina	12,016	77.4	11.4	-	-	-	-	-	-	10.2
Tennessee	14,805	86.9	9.5	0.6	-	-	-	-	-	2.1
Virginia	7,318	76.7	21.4	-	0.8	-	-	-	0.5	-
West Virginia	10,839	95.9	2.3	-	-	-	-	-	1.1	-

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

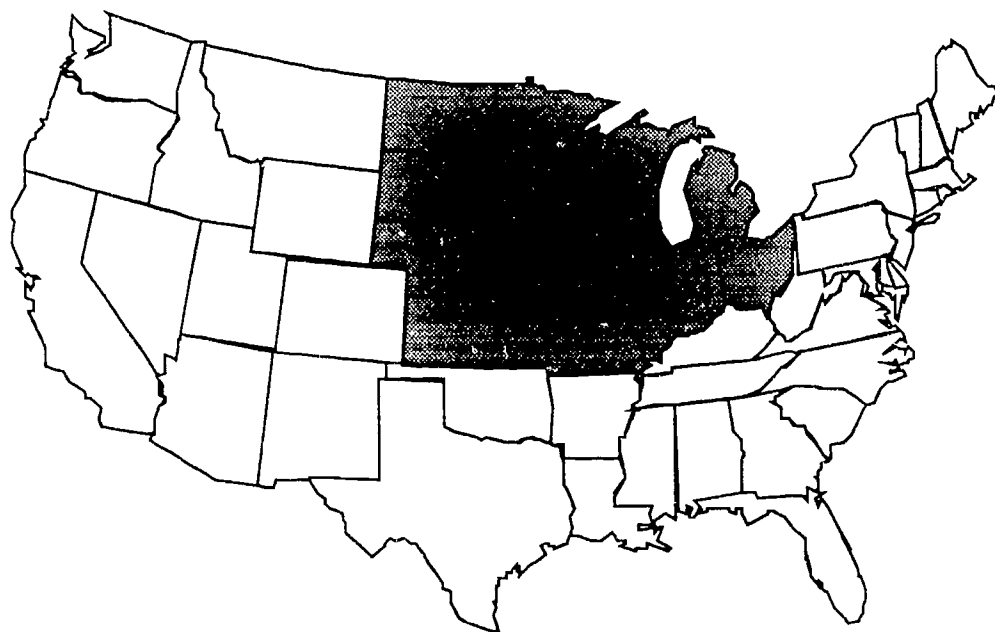
## CENTRAL REGION

K-12 enrollment of Blacks and Hispanics is greatest in Illinois at 32 percent and 15 percent respectively. Minnesota has the greatest enrollment of Asian/Pacific Islanders at 5 percent, and American Indian/Alaskan Native enrollment is the greatest in South Dakota at 5 percent.

In Illinois African American representation in higher education is largest at 12 percent. Hispanic and Asian/Pacific Islanders enrollment is also greatest in Illinois at 7 percent and 4 percent, respectively. American Indian/Alaskan Native presence is greatest in South Dakota at approximately 6 percent.

For SCDE enrollment in the Central region, the greatest representation of Blacks and Hispanics is in Illinois at 11 percent and 2 percent, respectively. The largest Asian/Pacific Islander enrollment (1 percent) is in Iowa and the largest Native American/Alaskan Native enrollment (2 percent) is in North Dakota.

Figure 11  
Central Region States, 1991



**Table 35**  
**Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity,**  
**Fall 1990**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Illinois	49	32	15	3	-
Indiana	78	18	2	1	-
Iowa	91	5	2	2	-
Kansas	78	14	5	2	1
Michigan	66	29	2	1	1
Minnesota	86	6	2	5	2
Missouri	71	27	1	1	-
Nebraska	84	11	3	1	1
North Dakota	93	2	1	1	3
Ohio	69	27	2	1	-
South Dakota	93	-	-	1	5
Wisconsin	76	16	4	3	1

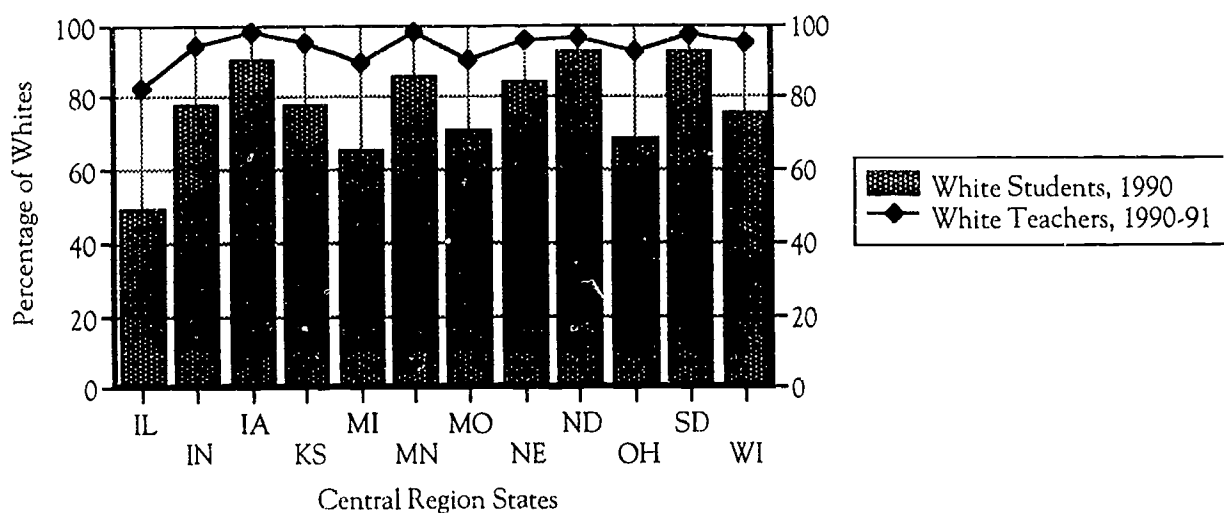
Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data."

**Table 36**  
**Percentage Distribution of Public Elementary and Secondary School Teachers,**  
**by State and Race/Ethnicity, 1990-1991**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Illinois	83.1	15.2	1.3	-	-
Indiana	94.3	4.6	0.5	-	-
Iowa	98.8	0.6	-	-	-
Kansas	95.7	2.3	0.7	-	1.0
Michigan	89.5	8.8	0.6	-	0.8
Minnesota	98.1	0.9	-	-	0.5
Missouri	90.8	8.6	-	-	-
Nebraska	96.1	3.0	0.6	-	-
North Dakota	97.1	-	-	-	2.7
Ohio	92.8	4.9	1.0	-	1.1
South Dakota	97.9	-	-	-	1.8
Wisconsin	95.4	2.9	0.9	-	0.5

Source: U.S. Department of Education, National Center for Education Statistics, 1990-91 Schools and Staffing Survey, "Teacher Questionnaire."

Figure 12  
Central Region  
Percentage of White Students and White Teachers, 1990-1991



Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data," and U.S. Department of Education, National Center for Education Statistics, 1987-88 Schools and Staffing Survey, "Teacher Questionnaire."

Table 37  
Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990

	Total N	White %	Black %	Hispanic %	Asian/ Pacific Islander %	American Indian/ Alaskan Native %	International/ non-Resident %
Illinois	729,248	74.2	12.2	6.7	4.4	-	2.1
Indiana	283,015	88.8	5.4	1.5	1.4	-	2.6
Iowa	170,575	91.0	2.4	0.9	1.4	-	4.0
Kansas	163,375	87.5	4.2	2.2	1.7	1.2	3.3
Michigan	569,803	83.5	10.0	1.6	1.9	0.6	2.5
Minnesota	253,789	92.9	1.6	0.8	1.9	0.8	2.1
Missouri	289,407	86.6	8.0	1.2	1.6	-	2.3
Nebraska	112,831	92.7	2.4	1.4	1.0	0.6	1.8
North Dakota	37,878	90.8	0.6	0.5	0.8	4.3	3.1
Ohio	554,787	86.8	8.2	1.0	1.3	-	2.5
South Dakota	34,208	90.9	0.7	-	0.6	5.6	1.9
Wisconsin	299,774	90.4	3.6	1.6	1.7	0.7	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990.

Table 38  
SCDE Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/ American Indian	Alaskan Native	International/ non-Resident	Other
Illinois	31,397	83.8	10.8	2.2	1.1	-	-	-	0.8	1.0
Indiana	21,141	93.4	3.2	0.9	0.5	-	-	-	1.2	0.6
Iowa	9,759	95.0	1.3	0.9	1.2	-	-	-	1.2	-
Kansas	9,293	90.1	2.4	1.7	0.5	-	0.6	-	1.2	3.5
Michigan	20,985	89.3	6.0	1.3	0.6	-	-	-	0.6	1.7
Minnesota	13,426	90.6	0.8	-	0.9	-	0.8	-	1.5	5.0
Missouri	15,750	92.1	4.8	0.6	-	-	-	-	1.0	0.8
Nebraska	8,432	91.7	0.9	1.0	-	-	-	-	0.8	4.9
North Dakota	3,482	94.2	0.8	0.5	-	-	2.5	-	1.7	-
Ohio	29,016	90.7	4.9	0.6	-	-	-	-	-	2.8
South Dakota	2,773	96.9	0.6	-	-	-	1.4	-	0.4	-
Wisconsin	15,177	95.3	1.8	1.0	0.7	-	0.7	-	-	-

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

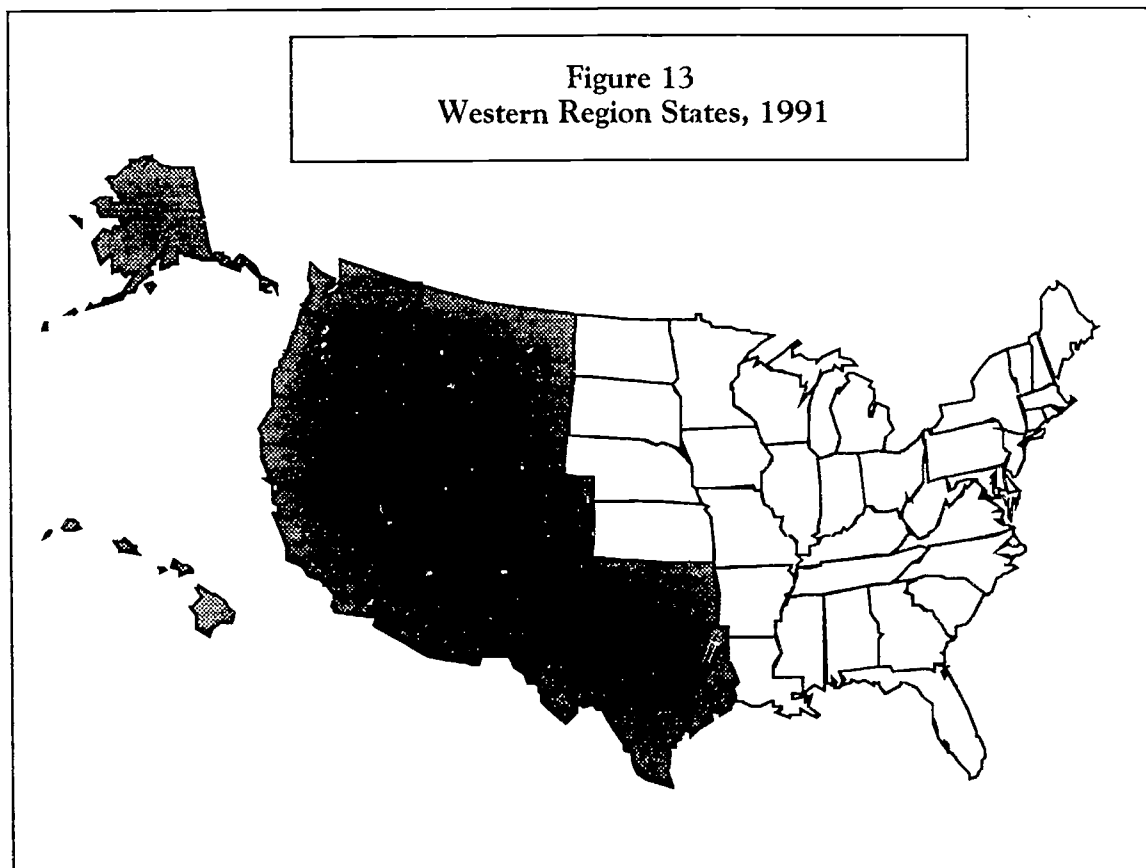


## WESTERN REGION

Of K-12 student enrollment, the greatest concentrations of African Americans are at 17 percent in Oklahoma and Texas. The largest number of Hispanics are found in New Mexico (44 percent). Asian/Pacific Islanders have the greatest number in Hawaii (73 percent), while the largest number of American Indian/Alaskan Natives are in Alaska (12 percent).

In higher education, Texas enrolls the largest percentage of African Americans (9 percent) while New Mexico has the largest percentage (27 percent) of Hispanics. Asian/Pacific Islanders are most concentrated in Hawaii (58 percent) and American Indian/Alaskan Natives (9 percent) in Alaska.

Of SCDE enrollment, the largest percentage of African American enrollment is in Texas (6 percent) and Hispanic in New Mexico (22 percent). Asian/ Pacific Islander enrollment is greatest in Hawaii (65 percent) and Native American/Alaskan Native (4 percent) in Oklahoma.



**Table 39**  
**Percentage Enrollment in Public Elementary and Secondary Schools, by State and Race/Ethnicity,**  
**Fall 1990**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American/ Alaskan Native
Alaska	74	6	3	4	12
Arizona	65	4	24	2	6
California	38	11	38	12	1
Colorado	72	7	17	3	1
Hawaii	22	3	2	73	-
Idaho	92	-	5	1	1
Montana	91	1	1	1	6
Nevada	70	13	12	4	1
New Mexico	45	2	44	1	8
Oklahoma	68	17	3	2	10
Oregon	85	5	4	3	2
Texas	43	17	37	2	-
Utah	94	-	3	2	1
Washington	81	6	4	7	2
Wyoming	91	1	6	1	1

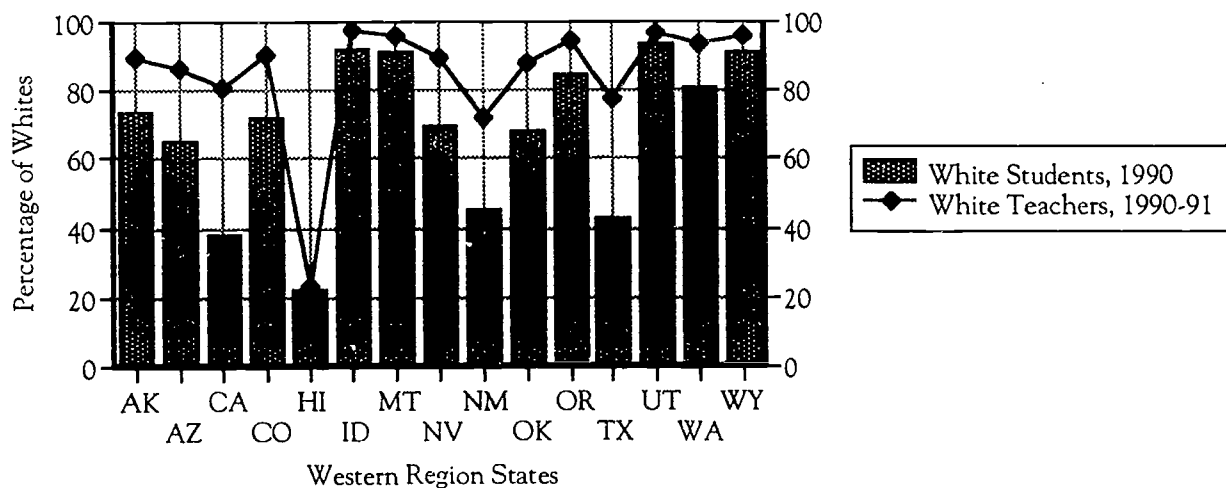
Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data."

**Table 40**  
**Percentage Distribution of Public Elementary and Secondary School Teachers,**  
**by State and Race/Ethnicity, 1990-1991**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native
Alaska	90.0	2.2	1.4	1.6	4.7
Arizona	86.9	1.9	8.3	1.1	1.8
California	81.2	6.3	7.5	4.0	1.0
Colorado	90.1	2.4	6.1	0.8	0.6
Hawaii	22.9	1.1	2.3	72.2	1.5
Idaho	97.9	-	0.9	0.7	-
Montana	96.0	-	-	-	3.4
Nevada	89.6	5.5	3.1	1.0	0.9
New Mexico	72.2	1.7	24.1	-	1.5
Oklahoma	88.4	4.7	0.6	-	6.1
Oregon	94.5	1.0	1.4	2.3	0.8
Texas	78.0	9.2	12.0	-	0.6
Utah	97.1	-	1.3	1.1	-
Washington	93.9	1.4	1.6	2.4	0.7
Wyoming	96.1	-	1.2	-	2.2

Source: U.S. Department of Education, National Center for Education Statistics, 1990-91 Schools and Staffing Survey, "Teacher Questionnaire."

**Figure 14**  
**Western Region**  
**Percentage of White Students and White Teachers, 1990-1991**



Source: U.S. Department of Education, 1990 Elementary and Secondary School Civil Rights Survey, "National and State Summary of Reported Data," and U.S. Department of Education, National Center for Education Statistics, 1987-88 Schools and Staffing Survey, "Teacher Questionnaire."

Table 41  
Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1990

	Total	White	Black	Hispanic	Asian/ Pacific Islander	Native American/ Alaskan Native	International/ non-Resident
Alaska	29,833	81.3	3.6	2.1	2.5	8.9	1.6
Arizona	264,735	77.7	2.9	11.2	2.3	3.3	2.6
California	1,789,997	63.9	6.5	12.6	12.2	1.2	3.7
Colorado	227,131	89.2	2.9	7.5	2.3	1.0	2.0
Hawaii	53,772	30.0	2.7	1.9	58.3	-	6.8
Idaho	51,881	92.6	0.6	1.9	1.4	0.9	2.6
Montana	35,876	89.8	-	0.8	-	6.8	2.0
Nevada	61,728	82.5	4.7	5.5	4.1	1.7	1.4
New Mexico	85,596	61.4	2.5	27.6	1.3	5.9	1.7
Oklahoma	173,221	81.3	6.8	1.5	1.7	5.5	3.1
Oregon	166,641	87.5	1.3	1.8	3.8	1.0	4.6
Texas	901,437	68.5	8.9	16.5	3.1	-	2.7
Utah	121,303	90.8	0.7	1.8	1.8	1.1	3.9
Washington	263,278	85.5	2.8	2.3	5.9	1.5	2.0
Wyoming	31,326	92.4	0.9	2.9	0.6	1.4	1.8

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990.

Table 42  
SCDE Undergraduate Enrollment, by State and Race Ethnicity, 1991

	Total	White	Black	Hispanic	Asian American	Pacific Islander	Native American/ American Indian	Alaskan Native	International/ non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	6,503	83.8	1.6	9.4	1.2	—	1.9	—	1.4	—
California	23,390	75.3	4.1	9.0	3.3	0.9	0.8	—	2.9	3.7
Colorado	1,817	87.2	1.3	6.7	1.6	—	0.7	—	0.6	1.7
Hawaii	1,460	30.3	—	1.2	48.2	16.9	—	—	—	2.7
Idaho	2,471	97.0	—	—	0.5	0.8	1.0	—	0.5	—
Montana	2,478	89.1	—	1.2	—	—	3.7	—	—	5.3
Nevada	—	—	—	—	—	—	—	—	—	0.9
New Mexico	3,081	71.8	2.0	22.1	1.5	—	2.1	—	—	—
Oklahoma	13,671	89.6	3.6	1.1	—	—	3.9	—	0.6	0.7
Oregon	2,082	88.5	—	1.9	1.2	—	0.6	—	0.7	6.5
Texas	20,214	76.1	6.0	16.3	—	—	—	—	—	0.6
Utah	5,630	91.7	—	0.8	—	—	—	—	1.8	4.5
Washington	7,951	91.4	0.8	1.9	1.5	—	0.7	—	1.8	1.7
Wyoming	1,739	93.4	1.4	3.3	—	—	1.2	—	0.6	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

## SCDE UNDERGRADUATE PROGRAM ENROLLMENT SUMMARY

### EARLY CHILDHOOD EDUCATION

The District of Columbia (70 percent), Virginia (27 percent), and Maryland (26 percent) enroll the greatest percentages of African Americans in early childhood education programs. Outside of Puerto Rico (100 percent), Texas (19 percent) and Arizona (12 percent) enroll the highest proportions of Hispanics. Outside of Hawaii (65 percent), California (4 percent) and Delaware (3 percent) enroll the greatest percentages of Asian/Pacific Islanders. New Mexico (15 percent) and Montana (13 percent) enroll the greatest proportions of Native American/Alaskan Natives.

### ELEMENTARY EDUCATION

The District of Columbia (58 percent), Mississippi (41 percent), and Maryland (21 percent) enroll the greatest percentages of African American elementary education students. Outside of Puerto Rico (99 percent), New Mexico (24 percent) and Texas (20 percent) enroll the highest proportions of Hispanics. Outside of Hawaii (63 percent), California (3 percent) enrolls the greatest percentage of Asian/Pacific Islanders. Oklahoma (4 percent), Arizona (3 percent), and Montana (3 percent) enroll the greatest percentages of Native American/Alaskan Natives.

### SECONDARY EDUCATION

Maryland (40 percent), Virginia (38 percent), and Mississippi (27 percent) enroll the greatest percentages of African Americans in secondary education. Outside of Puerto Rico (100 percent) and New Mexico (28 percent), Arizona (10 percent) and Florida (9 percent) enroll the greatest percentages of Hispanics. Outside of Hawaii (63 percent), Puerto Rico (1 percent) and California (1 percent) enroll the greatest proportion of Asian/Pacific Islanders. Oklahoma (4 percent) and Montana (3 percent) enroll the greatest percentages of Native American/Alaskan Natives.

### SPECIAL EDUCATION

The District of Columbia (51 percent), Maryland (40 percent), and Virginia (38 percent) enroll the greatest percentages of African Americans in special education. Other than Puerto Rico (100 percent), Texas (20 percent), New Mexico (18 percent) and Florida (12 percent) enroll the greatest percentages of Hispanics. Hawaii (63 percent) has the largest number of Asian/Pacific Islanders. Oklahoma (4 percent), North Carolina (3 percent), and Montana (3 percent), enroll the greatest percentages of Native American/Alaskan Natives.

### BILINGUAL EDUCATION

New Jersey (40 percent) and Louisiana (14 percent) enroll the greatest percentages of African Americans in bilingual education. Outside of Puerto Rico (100 percent), Indiana (86 percent), Texas (86 percent), and Wisconsin (79 percent) enroll the greatest percentages of Hispanics in bilingual education. Outside of Hawaii (100 percent), California (6 percent) and Massachusetts (6 percent) enroll the greatest percentages of Asian Americans and Pacific Islanders. Minnesota (50 percent), Colorado (40 percent), and Illinois (14 percent) enroll the greatest proportions of Native American/Alaskan Natives.

### VOCATIONAL EDUCATION

The District of Columbia (78 percent), Alabama (56 percent) and Florida (48 percent) enroll the greatest percentages of African Americans in vocational education. Other than Puerto Rico (100 percent), Arizona (35 percent), Texas (13 percent), and Delaware (8 percent) enroll the largest numbers of Hispanics. Other than Hawaii (100 percent), Washington (8 percent) and Idaho (3 percent) enroll the largest proportions of Asian/Pacific Islanders. Arizona (12 percent) and Washington (4 percent) enroll the largest numbers of Native American/American Indians. District of Columbia (22 percent) enrolls the highest percentage of Alaskan Natives.

Table 43  
Early Childhood Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/ American Indian	Alaskan Native	International/ non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	1,639	82.6	16.6	—	—	—	—	—	—	—
Arkansas	323	89.8	1.0	—	—	—	—	—	—	—
Arizona	63	2.5	—	12.5	—	—	—	—	—	—
California	135	83.0	—	7.4	3.7	0.7	—	—	4.4	0.7
Colorado	—	—	—	—	—	—	—	—	—	—
Connecticut	—	—	—	—	—	—	—	—	—	—
District of Columbia	213	11.7	70.0	2.8	0.9	—	—	—	—	14.1
Delaware	193	80.8	17.6	2.6	2.1	0.5	—	—	0.5	—
Florida	272	94.1	1.8	1.8	1.5	—	—	—	—	—
Georgia	3,594	85.2	13.8	—	—	12.7	—	—	—	—
Hawaii	79	31.6	1.3	—	51.9	—	—	—	2.5	—
Iowa	199	97.5	2.0	—	0.5	—	—	—	—	—
Idaho	56	96.4	—	3.6	—	—	—	—	—	—
Illinois	1,307	78.2	17.1	2.2	2.2	—	—	—	—	—
Indiana	512	95.1	3.7	0.6	—	—	—	—	0.6	—
Kansas	121	90.9	1.7	5.8	—	—	—	—	1.7	—
Kentucky	2,537	95.7	3.5	—	—	—	—	—	—	—
Louisiana	761	75.8	21.7	—	0.5	—	—	—	—	1.3
Massachusetts	1,170	89.3	3.2	1.5	1.2	—	—	—	—	4.4
Maryland	562	69.9	26.3	1.6	2.0	—	—	—	—	—
Maine	64	98.4	—	—	—	—	—	—	—	1.6
Michigan	262	84.7	7.3	5.7	—	—	1.1	—	—	1.1
Minnesota	89	93.3	1.1	—	1.1	—	1.1	—	—	3.4
Missouri	523	94.8	4.0	—	—	—	—	—	—	—
Mississippi	—	—	—	—	—	—	—	—	—	—

(continued)

Table 43  
Early Childhood Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/Indian	Alaskan Native	International non-Resident	Other
Montana	23	78.3	—	4.3	—	—	13.0	—	—	4.3
North Carolina	508	91.3	8.1	—	—	—	—	—	—	—
North Dakota	95	97.9	—	—	—	—	2.1	—	—	—
Nebraska	173	96.0	—	0.6	—	—	0.6	—	0.6	2.3
Nevada	—	—	—	—	—	—	—	—	—	—
New Hampshire	161	91.3	0.6	—	—	—	—	—	—	—
New Jersey	707	86.8	6.9	2.7	—	—	—	—	—	8.1
New Mexico	20	75.0	5.0	5.0	—	—	15.0	—	—	3.0
New York	213	97.7	1.4	—	—	—	0.9	—	—	—
Ohio	936	92.7	5.0	1.0	—	—	0.6	—	—	—
Oklahoma	826	92.4	2.5	1.0	—	—	3.4	—	—	—
Oregon	38	97.4	—	—	—	—	—	—	—	2.6
Pennsylvania	3,160	95.4	3.2	—	0.5	—	—	—	—	—
Puerto Rico	288	—	—	100.0	—	—	—	—	—	—
Rhode Island	165	95.8	1.8	1.2	—	—	—	—	—	—
South Carolina	788	87.1	12.2	—	0.5	—	—	—	—	—
South Dakota	20	100.0	—	—	—	—	—	—	—	—
Tennessee	868	88.7	1.0	0.6	0.5	—	—	0.6	—	—
Texas	1,388	77.4	3.0	18.7	—	—	—	—	—	—
Utah	265	91.7	—	0.8	—	—	—	—	—	—
Virginia	1,062	70.9	27.3	0.8	—	—	—	3.4	—	3.4
Vermont	50	96.0	—	2.0	2.0	—	—	0.5	—	—
Washington	178	95.5	—	1.1	1.7	—	0.6	—	—	1.1
Wisconsin	1,030	96.4	1.4	1.0	0.5	—	—	—	—	—
West Virginia	12	10.0	—	—	—	—	—	—	—	—
Wyoming	—	—	—	—	—	—	—	—	—	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.



Table 44  
Elementary Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American	Alaskan Native	International/non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	3,691	81.1	17.9	—	—	—	—	—	—	—
Arkansas	1,731	79.5	17.1	—	—	—	—	—	—	3.0
Arizona	1,553	86.5	0.6	9.0	—	—	2.8	—	—	0.7
California	4,076	78.7	1.8	8.3	2.6	0.7	1.3	—	0.7	6.0
Colorado	529	81.8	1.1	13.6	1.1	—	1.3	—	—	0.7
Connecticut	1,143	90.5	3.1	5.0	—	—	—	—	—	0.8
District of Columbia	480	30.4	58.1	2.5	0.6	—	—	—	—	8.3
Delaware	973	88.4	10.5	0.7	—	—	—	—	—	—
Florida	6,799	67.9	17.4	13.2	0.6	—	—	—	—	—
Georgia	1,170	80.1	18.6	—	0.5	19.5	—	—	—	2.6
Hawaii	780	28.5	—	0.8	43.3	—	—	—	0.6	—
Iowa	3,441	97.0	1.1	0.6	0.5	—	—	—	—	—
Idaho	1,023	96.8	—	1.5	0.5	—	0.8	—	—	0.6
Illinois	7,975	85.3	11.3	1.6	0.9	—	—	—	—	—
Indiana	8,272	94.9	3.0	1.0	—	—	—	—	—	1.1
Kansas	3,622	94.4	1.5	2.0	—	—	0.5	—	—	—
Kentucky	1,403	97.0	2.0	—	—	—	—	—	—	—
Louisiana	3,393	84.4	12.6	1.3	0.6	—	—	—	—	0.8
Massachusetts	1,665	93.4	1.9	1.0	1.3	—	—	—	0.5	1.6
Maryland	1,616	76.8	21.2	0.9	0.9	—	—	—	—	—
Maine	689	97.7	—	—	—	—	—	—	—	1.4
Michigan	5,837	91.6	4.0	1.3	0.6	—	—	—	—	2.0
Minnesota	5,371	92.7	—	—	0.9	—	0.7	—	—	4.7
Missouri	4,638	93.9	4.5	—	—	—	0.5	—	—	—
Mississippi	2,311	59.1	40.5	—	—	—	—	—	—	—

(continued)

Table 44  
Elementary Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/ American Indian	Alaskan Native	International/ non-Resident	Other
Montana	913	91.8	.	0.9	—	—	2.7	.	—	4.1
North Carolina	4,069	74.0	16.3	5.3	.	—	2.0	—	.	2.1
North Dakota	1,227	96.4	.	.	.	—	2.1	.	0.7	.
Nebraska	2,244	91.5	.	0.8	—	—	.	—	.	6.9
Nevada	—	—	—	—	—	—	—	—	.	—
New Hampshire	298	86.2	—	—	—	—	—	—	.	12.8
New Jersey	1,868	86.8	6.7	1.9	1.0	—	.	—	.	3.3
New Mexico	810	72.2	1.1	24.4	.	.	1.6	—	—	—
New York	6,480	78.1	5.6	8.7	1.5	—	.	—	.	5.7
Ohio	8,411	95.1	3.4	0.5	.	—	.	—	.	0.5
Oklahoma	4,011	92.4	2.0	0.9	.	—	4.1	.	.	7.1
Oregon	846	88.9	.	1.3	1.2	.	0.5	.	0.5	.
Pennsylvania	14,564	95.6	3.2	0.5	.	.	.	—	.	.
Puerto Rico	305	.	—	99.7	—	—	—	—	—	—
Rhode Island	1,372	95.6	1.4	1.1	.	.	.	—	.	1.0
South Carolina	82	87.7	11.6	.	.	—	.	—	.	.
South Dakota	1,302	97.6	.	0.5	.	—	1.0	—	0.7	—
Tennessee	4,644	89.8	9.0	0.7	.	.	.	.	.	.
Texas	6,990	74.7	4.1	20.4	.	.	.	.	.	.
Utah	2,497	91.3	.	0.5	.	.	.	.	1.5	6.1
Virginia	1,673	85.2	13.0	.	0.8	.	.	—	0.7	—
Vermont	250	97.2	0.8	0.8	1.2	—	—	—	—	—
Washington	2,233	92.8	0.5	1.5	1.6	.	0.9	—	0.5	2.2
Wisconsin	4,767	96.2	1.3	1.0	0.7	.	0.7	—	.	—
West Virginia	2,581	98.1	1.2	.	.	.	.	—	.	—
Wyoming	650	93.4	2.1	3.1	.	—	1.2	—	.	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

Table 45  
Secondary Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/ American Indian	Alaskan Native	International/ non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	3,224	80.6	18.5	—	—	—	—	—	—	—
Arkansas	889	81.1	14.6	—	—	—	—	—	—	3.0
Arizona	579	86.5	0.7	9.5	—	—	1.2	—	—	0.9
California	1,956	78.7	1.9	8.2	—	0.7	1.0	—	—	7.1
Colorado	183	90.7	0.6	7.1	—	—	0.6	—	0.6	0.6
Connecticut	258	93.0	1.6	2.7	—	—	—	—	—	2.7
District of Columbia	134	94.0	3.7	0.8	—	—	—	—	—	—
Delaware	856	82.0	15.5	1.3	—	—	—	—	0.7	—
Florida	3,130	75.9	13.7	8.9	—	—	—	—	—	—
Georgia	2,182	84.4	13.6	0.6	—	13.9	—	—	—	—
Hawaii	518	32.8	—	2.5	47.1	—	—	—	—	3.3
Iowa	2,979	95.8	1.1	0.9	—	—	—	—	0.9	0.5
Idaho	669	93.6	0.8	2.1	—	—	1.5	—	1.4	—
Illinois	4,896	85.1	10.2	2.4	—	—	—	—	—	0.7
Indiana	6,215	95.0	2.4	0.9	—	—	—	—	—	0.7
Kansas	2,175	92.4	2.4	2.3	—	—	0.7	—	0.7	0.9
Kentucky	1,879	96.2	3.0	—	—	—	—	—	—	—
Louisiana	2,523	91.2	15.3	0.6	—	—	—	—	—	1.3
Massachusetts	629	90.0	2.4	2.5	—	—	—	—	—	2.2
Maryland	1,074	84.4	40.0	1.1	—	—	—	—	—	—
Maine	332	96.7	—	—	—	—	—	—	—	2.7
Michigan	4,627	92.7	3.1	1.9	—	—	0.5	—	—	1.2
Minnesota	3,731	92.7	0.7	—	—	—	1.0	—	—	4.0
Missouri	4,091	95.6	2.8	—	—	—	—	—	—	—
Mississippi	878	71.9	27.2	—	—	—	—	—	—	—

(continued)

Table 45  
Secondary Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/Indian	Alaskan Native	International/non-Resident	Other
Montana	784	89.5	.	1.0	—	.	3.4	—	.	5.2
North Carolina	2,735	79.5	12.5	4.5	—	—	1.8	—	.	0.9
North Dakota	1,057	90.0	1.7	0.6	—	—	2.7	—	4.5	.
Nebraska	2,543	89.7	1.2	1.2	.	—	.	—	0.9	6.5
Nevada	—	—	—	—	—	—	—	—	—	—
New Hampshire	153	80.4	—	.	—	—	0.7	—	—	19.0
New Jersey	1,101	86.6	4.9	4.1	—	—	—	—	.	4.0
New Mexico	414	63.5	6.0	28.0	.	0.5	1.2	—	—	—
New York	2,682	81.5	4.8	4.4	—	—	.	—	0.5	7.4
Ohio	5,158	94.4	3.8	0.6	—	.	.	—	.	0.5
Oklahoma	4,225	87.7	4.4	1.6	—	.	4.3	—	0.9	0.5
Oregon	670	86.7	0.9	2.2	—	—	0.9	.	0.6	7.0
Pennsylvania	10,413	96.0	2.4	0.7	—	.	.	—	.	.
Puerto Rico	2,307	—	—	99.9	0.9	—	—	—	.	—
Rhode Island	662	94.6	0.9	2.0	—	—	—	—	0.6	1.7
South Carolina	1,536	88.7	10.5	.	—	—	.	—	.	.
South Dakota	761	96.2	1.3	.	—	—	1.6	—	.	—
Tennessee	2,354	90.6	8.1	0.8	—	—	—	.	.	—
Texas	2,998	89.3	3.9	5.2	—	—	.	—	—	.
Utah	1,304	92.2	.	0.9	—	.	.	—	1.4	4.2
Virginia	1,351	56.3	38.0	0.5	—	—	0.5	—	0.9	—
Vermont	168	96.4	—	1.8	—	—	—	—	—	—
Washington	1,607	93.3	.	1.8	—	.	0.7	—	.	2.4
Wisconsin	3,878	96.1	1.4	.	—	.	0.9	—	.	.
West Virginia	2,470	97.2	2.2	.	—	.	.	—	—	.
Wyoming	631	93.4	1.4	4.1	—	—	1.2	—	—	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

Table 46  
Special Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian/American	Pacific Islander	Native American	Alaskan Native	International/non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	1,146	89.5	9.4	—	—	—	—	—	—	—
Arkansas	236	70.8	25.4	—	1.3	—	—	—	—	1.7
Arizona	275	93.5	0.7	2.5	1.1	—	2.2	—	—	—
California	155	86.5	3.2	4.5	1.3	—	—	—	1.3	3.2
Colorado	—	—	—	—	—	—	—	—	—	—
Connecticut	126	96.8	1.6	—	—	—	—	—	—	1.6
District of Columbia	74	28.4	51.4	1.4	1.4	—	—	—	—	17.6
Delaware	426	93.4	5.6	0.7	—	—	—	—	—	—
Florida	1,448	79.6	7.9	11.7	0.6	—	—	—	—	0.7
Georgia	783	85.3	13.7	—	—	—	—	—	0.5	—
Hawaii	27	25.9	—	—	51.9	11.1	—	0.7	11.1	—
Iowa	142	96.5	2.8	—	—	—	—	—	—	—
Idaho	112	99.1	—	—	—	—	—	—	—	—
Illinois	2,968	87.2	9.1	1.9	1.0	—	—	0.9	—	0.6
Indiana	740	95.0	1.8	0.7	—	—	—	—	—	1.8
Kansas	81	90.1	8.6	—	—	—	1.2	—	—	—
Kentucky	435	96.1	2.5	1.2	—	—	—	—	—	—
Louisiana	474	76.8	17.7	2.1	0.8	—	—	—	1.5	0.6
Massachusetts	363	88.4	3.9	0.8	1.1	—	—	—	0.6	—
Maryland	154	58.4	40.3	1.3	—	—	—	—	—	—
Maine	264	96.6	—	—	—	—	—	—	—	3.0
Michigan	1,617	89.6	6.3	1.4	—	—	—	—	—	1.7
Minnesota	418	99.3	—	—	—	—	—	—	—	—
Missouri	830	96.6	2.5	1.7	—	—	—	—	—	—
Mississippi	300	77.8	21.6	—	—	—	—	—	—	—

(continued)

Table 46  
Special Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian/American	Pacific Islander	Native American/Indian	Alaskan Native	International/non-Resident	Other
Montana	181	80.1	—	1.7	0.6	—	2.7	—	0.6	14.4
North Carolina	1,660	78.9	15.8	1.8	0.6	—	2.7	—	—	83.4
North Dakota	114	100.0	—	—	—	—	—	—	—	—
Nebraska	539	93.9	1.1	1.9	—	—	—	—	—	3.2
Nevada	—	—	—	—	—	—	—	—	—	—
New Hampshire	141	85.8	—	0.7	—	0.7	—	—	12.8	—
New Jersey	993	83.7	7.2	2.2	0.7	—	—	—	—	6.1
New Mexico	139	79.9	0.7	18.0	—	0.7	0.7	—	—	—
New York	909	86.9	2.2	1.9	—	—	—	—	—	8.6
Ohio	1,525	91.9	5.8	—	0.5	—	—	—	—	0.9
Oklahoma	535	89.2	4.9	1.1	0.4	—	4.1	—	—	—
Oregon	89	85.4	—	2.2	2.3	—	—	—	4.5	5.6
Pennsylvania	3,206	97.4	1.5	—	0.5	—	0.9	—	—	—
Puerto Rico	300	—	—	100.0	—	—	—	—	—	—
Rhode Island	301	96.0	0.7	—	—	—	0.7	—	—	1.7
South Carolina	25	80.0	20.0	—	—	—	—	—	—	—
South Dakota	247	98.8	0.0	—	—	—	1.2	—	—	—
Tennessee	734	91.6	7.5	—	0.1	—	—	—	—	—
Texas	601	74.0	4.5	19.8	0.7	—	0.5	—	0.5	—
Utah	45	93.3	—	0.9	0.5	—	0.5	—	1.8	3.2
Virginia	304	60.2	37.8	—	0.7	—	—	—	1.0	—
Vermont	45	100.0	—	—	—	—	—	—	—	—
Washington	441	93.7	1.1	2.0	2.0	—	0.5	—	—	0.7
Wisconsin	933	97.5	1.0	—	—	—	0.9	—	—	—
West Virginia	30	100.0	—	—	—	—	—	—	—	—
Wyoming	132	99.2	—	—	—	—	—	—	—	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

Table 47  
Bilingual Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American	Alaskan Native	International/non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	—	—	—	—	—	—	—	—	—	—
Arkansas	—	—	—	—	—	—	—	—	—	—
Arizona	138	29.0	—	60.9	0.7	—	5.1	—	4.4	—
California	172	39.0	1.7	44.8	5.2	0.6	—	—	1.7	7.0
Colorado	5	—	—	60.0	—	—	40.0	—	—	—
Connecticut	—	—	—	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—	—	—	—
Delaware	26	96.2	—	3.8	—	—	—	—	—	—
Florida	—	—	—	—	—	—	—	—	—	—
Georgia	77	84.4	6.5	6.5	—	—	—	—	2.6	—
Hawaii	1	—	—	—	100.0	—	—	—	—	—
Iowa	23	73.9	—	—	4.4	—	—	—	21.7	—
Idaho	—	—	—	—	—	—	—	—	—	—
Illinois	135	15.6	3.0	63.7	3.0	—	14.1	—	—	0.7
Indiana	21	9.5	4.8	85.7	—	—	—	—	—	—
Kansas	—	—	—	—	—	—	—	—	—	—
Kentucky	—	—	—	—	—	—	—	—	—	—
Louisiana	7	71.4	14.3	—	—	—	—	—	—	14.3
Massachusetts	18	55.6	11.1	16.7	5.6	—	—	—	11.1	—
Maryland	8	100.0	—	—	—	—	—	—	—	—
Maine	—	—	—	—	—	—	—	—	—	—
Michigan	7	100.0	—	—	—	—	—	—	—	—
Minnesota	4	50.0	—	—	—	—	50.0	—	—	—
Missouri	58	94.8	1.7	1.7	1.7	—	—	—	—	—
Mississippi	—	—	—	—	—	—	—	—	—	—

(continued)

Table 47  
Bilingual Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/Indian	Alaskan Native	International/non-Resident	Other
Montana	—	—	—	—	—	—	—	—	—	—
North Carolina	—	—	—	—	—	—	—	—	—	—
North Dakota	—	—	—	—	—	—	—	—	—	—
Nebraska	8	12.5	—	12.5	—	—	—	—	75.0	—
Nevada	—	—	—	—	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	15	46.7	—	3.3	—	—	—	—	—	—
New Mexico	8	50.0	—	50.0	—	—	—	—	—	—
New York	42	28.6	—	66.7	—	—	—	—	—	—
Ohio	31	100.0	—	—	—	—	—	—	—	—
Oklahoma	30	73.3	—	20.0	—	—	—	—	—	—
Oregon	47	74.5	—	12.8	—	—	2.1	—	6.4	4.3
Pennsylvania	6	100.0	—	—	—	—	—	—	—	—
Puerto Rico	65	—	—	100.0	—	—	—	—	—	—
Rhode Island	—	—	—	—	—	—	—	—	—	—
South Carolina	—	—	—	—	—	—	—	—	—	—
South Dakota	10	80.0	—	—	—	—	—	—	—	20.0
Tennessee	2	100.0	—	—	—	—	—	—	—	—
Texas	455	12.3	0.7	85.5	—	—	—	—	0.7	—
Utah	—	—	—	—	—	—	—	—	—	—
Virginia	8	100.0	—	—	—	—	—	—	—	—
Vermont	—	—	—	—	—	—	—	—	—	—
Washington	37	70.3	—	29.7	—	—	—	—	—	—
Wisconsin	14	21.4	—	78.6	—	—	—	—	—	—
West Virginia	—	—	—	—	—	—	—	—	—	—
Wyoming	—	—	—	—	—	—	—	—	—	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.



Table 48  
Vocational Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American	Alaskan Native	International/non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	336	44.1	56.0	—	—	—	—	—	—	—
Arkansas	93	75.3	23.7	—	—	—	—	1.1	—	—
Arizona	8	62.5	—	25.0	—	—	12.5	—	—	—
California	2	100.0	—	—	—	—	—	—	—	—
Colorado	—	—	—	—	—	—	—	—	—	—
Connecticut	—	—	—	—	—	—	—	—	—	—
District of Columbia	9	—	77.8	—	—	—	—	22.2	—	—
Delaware	12	58.3	33.3	8.3	—	—	—	—	—	—
Florida	195	44.6	47.7	5.6	0.5	—	1.0	—	0.5	—
Georgia	189	85.7	12.2	—	—	—	—	1.1	—	—
Hawaii	2	—	—	—	100.0	—	—	—	—	—
Iowa	—	—	—	—	—	—	—	—	—	—
Idaho	30	90.0	—	—	3.3	—	6.7	—	—	1.4
Illinois	287	86.4	10.8	—	—	—	—	—	—	—
Indiana	182	90.1	1.1	—	—	—	0.6	—	7.7	—
Kansas	83	98.8	—	1.2	—	—	—	—	—	—
Kentucky	201	87.1	11.0	1.0	—	—	—	—	—	0.5
Louisiana	141	76.6	14.2	—	1.4	—	0.7	—	0.7	—
Massachusetts	53	88.7	3.8	—	—	—	—	—	—	7.5
Maryland	3	100.0	0.0	—	—	—	—	—	—	—
Maine	68	98.5	—	—	—	—	1.5	—	—	—
Michigan	332	82.8	11.1	1.8	—	—	—	—	—	2.4
Minnesota	83	88.0	—	2.4	1.2	—	1.2	—	1.2	7.2
Missouri	214	99.1	—	—	—	—	—	—	—	—
Mississippi	101	98.0	2.0	—	—	—	—	—	—	—

(continued)

Table 48  
Vocational Education Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/Indian	Alaskan Native	International/non-Resident	Other
Montana	—	—	—	—	—	—	—	—	—	—
North Carolina	293	62.5	32.1	—	—	—	2.7	—	0.7	2.1
North Dakota	—	—	—	—	—	—	—	—	—	—
Nebraska	228	89.0	1.3	1.3	—	—	—	—	1.8	6.6
Nevada	—	—	—	—	—	—	—	—	—	—
New Hampshire	73	84.9	1.4	—	—	—	—	—	—	13.7
New Jersey	146	80.8	0.7	—	—	—	0.7	—	—	17.8
New Mexico	1	—	100.0	—	—	—	—	—	—	—
New York	291	79.4	3.8	3.4	1.0	—	—	—	0.7	11.7
Ohio	164	89.6	8.5	—	0.6	—	—	—	—	—
Oklahoma	57	96.6	1.2	—	1.2	—	1.2	—	—	10.9
Oregon	64	87.5	—	—	—	—	1.6	—	—	1.6
Pennsylvania	258	83.0	13.2	1.6	—	—	—	—	—	—
Puerto Rico	157	—	—	100.0	—	—	—	—	—	—
Rhode Island	59	91.5	—	1.7	1.7	—	—	—	—	5.1
South Carolina	—	—	—	—	—	—	—	—	—	—
South Dakota	17	100.0	—	—	—	—	—	—	—	—
Tennessee	62	95.2	4.8	—	—	—	—	—	—	—
Texas	290	84.5	2.1	12.8	—	—	—	—	—	—
Utah	—	—	—	—	—	—	—	—	—	—
Virginia	236	53.0	43.2	—	2.1	—	1.3	—	—	—
Vermont	1	100.0	—	—	—	—	—	—	—	—
Washington	24	83.3	—	—	8.3	—	4.2	—	—	4.2
Wisconsin	338	98.8	—	—	—	—	—	—	—	—
West Virginia	132	99.2	—	—	—	—	—	—	0.8	—
Wyoming	99	92.9	—	3.0	1.0	—	3.0	—	—	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

## SCDE GRADUATE-LEVEL PROGRAM ENROLLMENT SUMMARY

### POSTBACCALAUREATE

Mississippi (43 percent), Maryland (26 percent), and the District of Columbia (23 percent) enroll the largest proportions of African American students in postbaccalaureate teacher education programs. With the exception of Puerto Rico (100 percent), New Mexico (20 percent), Texas (12 percent), California (10 percent), and Arizona (7 percent) enroll the largest proportions of Hispanics. Hawaii (68 percent), California (4 percent), and New Mexico (2 percent) enroll the largest proportions of Asian/Pacific Islanders. Alabama (6 percent) enrolls the highest percentage of Alaskan Natives.

### DOCTORAL

The District of Columbia (25 percent), Louisiana (22 percent), and Maryland (17 percent) enroll the greatest percentages of African Americans in doctoral level teacher education programs. With the exception of Puerto Rico, New Mexico (14 percent) and Arizona (8 percent) enroll the largest percentages of Hispanics. Iowa (7 percent) and California (5 percent) enroll the largest percentages of Asian/Pacific Islanders. South Dakota (6 percent), North Dakota (5 percent), and Oklahoma (4 percent) enroll the greatest proportions of Native American/Alaskan Natives.

Table 49  
Postbaccalaureate SCDE Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian/American	Pacific Islander	Native American Indian	Alaskan Native	International/non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—	—
Alabama	4,410	79.0	14.4	—	—	—	—	6.0	—	—
Arkansas	893	89.0	10.3	—	—	0.7	—	—	—	—
Arizona	2,749	85.1	2.1	7.4	1.2	1.0	—	1.5	2.0	—
California	15,730	73.9	4.7	9.7	3.5	—	—	—	3.9	2.7
Colorado	995	90.3	1.4	2.8	2.2	—	—	—	0.6	2.2
Connecticut	720	95.7	—	1.1	—	—	—	—	—	1.9
Dist. of Columbia	1,226	61.4	22.8	1.3	1.6	—	—	—	4.6	7.8
Delaware	418	86.6	12.4	—	—	—	—	—	—	—
Florida	6,722	80.7	10.1	7.0	—	—	—	—	1.1	—
Georgia	6,928	85.5	12.4	—	—	—	—	—	1.0	—
Hawaii	28	32.1	—	—	46.4	21.4	—	—	—	—
Iowa	2,118	93.3	1.5	—	1.8	—	—	—	2.0	—
Idaho	595	99.0	—	—	—	—	—	—	—	—
Illinois	11,461	83.8	10.7	1.6	—	—	—	—	0.9	1.8
Indiana	3,929	89.9	4.9	1.1	—	—	—	—	2.6	0.5
Kansas	2,537	82.1	2.8	1.0	—	—	—	—	2.6	10.4
Kentucky	5,114	95.4	3.0	—	—	—	—	—	0.8	—
Louisiana	2,500	84.9	12.1	—	—	—	—	—	2.0	—
Massachusetts	4,900	76.8	1.8	2.1	—	—	—	—	1.5	16.7
Maryland	1,333	71.3	26.1	1.4	—	—	—	—	0.5	—
Maine	537	98.5	—	—	—	—	—	0.6	0.7	—
Michigan	5,740	84.4	9.6	1.1	—	—	—	—	1.4	2.3
Minnesota	3,054	86.6	1.1	—	—	—	—	0.7	3.0	7.2
Missouri	4,378	87.6	7.1	—	—	—	—	—	1.9	1.9
Mississippi	1,263	56.1	42.8	—	—	—	—	—	—	—

(continued)

Table 49  
Postbaccalaureate SCDE Enrollment, by State and Race/Ethnicity, 1991

	Total	White	Black/African American	Hispanic	Asian/American	Pacific Islander	Native American Indian	Alaskan Native	International/non-Resident	Other
Montana	176	88.6			—	—	—	2.8	—	8.0
North Carolina	3,914	77.7	18.5					1.3	1.2	
North Dakota	903	95.1						2.9		
Nebraska	2,146	93.9	1.0						1.2	2.8
Nevada	—	—		—	—	—	—	—	—	7.2
New Hampshire	649	90.9								—
New Jersey	4,216	73.1	6.5	5.3				2.2		14.1
New Mexico	1,194	73.1	1.5	20.1	2.4					—
New York	12,630	68.6	6.6	4.6	1.7	0.5			4.9	13.3
Ohio	8,903	84.8	5.7					3.0	0.8	7.7
Oklahoma	2,694	90.3	3.8						1.2	0.8
Oregon	290	97.2							—	1.4
Pennsylvania	9,683	91.6	4.2	1.1	1.0				1.2	0.5
Puerto Rico	854	—	—	100.0	—	—	—	—	—	—
Rhode Island	1,351	80.5	1.0							18.0
South Carolina	4,316	84.3	14.1							—
South Dakota	296	96.6	1.0					1.7	0.5	
Tennessee	4,253	86.4	11.8							
Texas	5,934	76.3	9.2	11.8					0.8	—
Utah	751	92.7		1.3	1.1	0.7		0.5		1.7
Virginia	1,959	86.4	12.4						0.7	2.5
Vermont	234	95.3	2.1	1.3						—
Washington	2,649	89.2	1.3	1.7	1.4			0.6	0.9	—
Wisconsin	3,783	93.0	3.0	1.5				0.7	3.8	1.7
West Virginia	4,411	95.1	2.2						2.1	0.7
Wyoming	132	91.7	—	3.8					3.8	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

Table 50  
Doctoral SCDE Enrollment, by State and Race/Ethnicity, Fall 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/Alaskan	International/non-Resident	Other
Alaska	—	—	—	—	—	—	—	—	—
Alabama	64	92.2	6.3	—	1.6	—	—	—	—
Arkansas	—	—	—	—	—	—	—	—	—
Arizona	1,027	80.5	3.0	8.1	3.2	0.5	1.8	2.5	2.5
California	1,020	71.5	9.1	7.8	4.5	0.9	0.9	2.7	3.7
Colorado	107	82.2	2.8	6.5	1.9	—	—	2.8	—
Connecticut	—	—	—	—	—	—	—	—	—
Dist. of Columbia	480	58.4	25.2	1.7	1.7	—	0.6	9.0	3.3
Delaware	133	85.7	10.5	0.8	—	—	—	3.0	—
Florida	3,120	79.7	12.2	3.9	1.0	—	—	2.9	—
Georgia	1,025	82.4	7.3	1.0	1.4	—	0.5	7.1	—
Hawaii	—	—	—	—	—	—	—	—	—
Iowa	549	85.2	2.0	3.1	6.9	0.5	—	2.0	—
Idaho	—	—	—	—	—	—	—	—	—
Illinois	1,600	73.6	12.0	2.9	3.5	—	—	7.4	—
Indiana	882	82.2	4.3	0.9	1.6	—	—	9.6	1.0
Kansas	474	85.0	6.1	1.1	1.7	—	—	5.7	—
Kentucky	459	87.8	6.3	—	0.7	—	0.9	3.3	0.7
Louisiana	205	67.8	22.9	2.9	—	—	—	6.3	—
Massachusetts	1,610	67.3	7.8	0.5	1.4	—	—	8.8	14.1
Maryland	798	72.9	17.2	1.4	2.0	—	—	—	6.3
Maine	27	10.0	—	—	—	—	—	—	—
Michigan	1,159	84.1	11.7	1.2	0.9	—	—	1.6	—
Minnesota	640	73.1	3.4	0.6	0.9	—	0.6	15.0	6.3
Missouri	927	82.3	8.3	1.1	0.5	—	0.8	5.5	1.5
Mississippi	228	85.1	13.2	—	1.8	—	—	—	—

(continued)

Table 50  
Doctoral SCDE Enrollment, by State and Race/Ethnicity, Fall, 1991

	Total	White	Black/African American	Hispanic	Asian American	Pacific Islander	Native American/Alaskan Native	International/non-Resident	Other
Montana	25	10.0	—	—	—	—	—	—	—
North Carolina	432	86.6	10.2	0.7	0.5	—	1.4	—	0.7
North Dakota	83	9.0	—	1.2	2.4	—	4.8	—	1.2
Nebraska	504	92.3	2.4	0.6	2.8	0.6	—	1.0	—
Nevada	—	—	—	—	—	—	—	—	—
New Hampshire	20	8.0	—	—	—	—	—	5.0	15.0
New Jersey	386	57.8	1.8	2.1	0.8	—	—	0.8	36.5
New Mexico	380	77.1	2.1	14.2	3.2	—	3.4	—	—
New York	2,264	61.7	11.0	5.0	2.7	—	—	9.0	10.5
Ohio	1,151	84.3	9.2	—	0.5	—	0.6	3.3	1.8
Oklahoma	763	83.0	7.2	0.8	1.0	—	4.1	1.2	2.8
Oregon	—	—	—	—	—	—	—	—	—
Pennsylvania	2,372	78.2	8.1	2.2	1.2	—	0.6	6.5	3.1
Puerto Rico	1,68	—	—	100.0	—	—	—	—	—
Rhode Island	43	10.0	—	—	—	—	—	—	—
South Carolina	539	85.7	10.6	0.9	—	—	—	2.0	—
South Dakota	82	90.2	1.2	—	2.4	—	6.1	—	—
Tennessee	937	87.3	8.0	0.6	2.8	—	—	0.9	—
Texas	637	85.7	2.8	4.9	0.9	—	—	5.5	—
Utah	369	88.1	0.5	1.6	1.4	—	—	7.0	0.8
Virginia	411	9.0	6.8	—	2.7	—	—	—	—
Vermont	60	98.3	—	—	1.7	—	—	—	—
Washington	559	88.4	1.3	2.9	2.0	0.5	0.7	4.3	—
Wisconsin	265	87.2	5.3	3.8	2.3	—	0.8	0.8	—
West Virginia	252	83.3	2.0	0.8	1.2	—	—	12.3	—
Wyoming	87	90.8	1.2	—	—	—	3.4	4.6	—

Source: AACTE, Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, Fall, 1991.

## APPENDIX A: TECHNICAL NOTES

Since a sample of institutions were surveyed in this study, it was helpful to examine the sampling variability – that is, the variations that might occur by chance. Table 51 shows the 95 percent confidence levels for elementary and secondary respondents by racial/ethnic background. It summarizes the confidence levels for state enrollments of Whites, Blacks, and Hispanics. For example, we can be about 95 percent confident that a complete survey of all elementary education programs would show the average Black enrollment to be no more than 26.23 and no less than 17.11.

Table 51  
Confidence Levels

	Elementary		Secondary	
	Mean	Conf	Mean	Conf
White	221.01	±22.30	158.51	±18.14
Black	21.67	±4.56	13.99	±3.26
Hispanic	14.00	±7.55	6.15	±1.67

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.



## APPENDIX B: RESPONSE RATES

A response rate analysis for the survey by membership status has been summarized in Table 52. The response rate was higher for members (69%) than for nonmembers (47%).

Table 52  
Response Rate by Membership Status

	Respondents	Nonrespondents	Response Rate
Member	485	220	69%
Nonmembers	227	252	47%
Total	712	472	60%

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1991.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION  
SURVEY OF TEACHER EDUCATION ENROLLMENTS BY RACE/ETHNICITY AND GENDER  
FALL, 1991

NOTES: Reported figures should reflect Fall 1991 enrollments. If 1991 figures are not available, please enter 1990 figures and check the "1990 Data" box in lower right corner of survey form. Reported figures should reflect full and part-time headcount enrollment. Data will be reported in the aggregate. Individual institutional responses will remain confidential. Please report the most accurate data.

1. Total number of persons enrolled in baccalaureate programs in schools, colleges, or departments of education and other schools, colleges and departments leading to certification, by group and specialty area.

	Early Childhood		Elementary		Secondary		Special		Bilingual		Vocational		Other (please specify)	
	Total	Male/Female	Total	Male/Female	Total	Male/Female	Total	Male/Female	Total	Male/Female	Total	Male/Female	Total	Male/Female
White (non-Hispanic)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black/African American (non-Hispanic)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mexican or Chicano	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Puerto Rican	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other Hispanic (please specify)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native American or American Indian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alaskan Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
International or non Resident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please specify)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

(continue on back)

1990 Data ☐

2. Total number of persons enrolled in postbaccalaureate, nondoctoral programs in schools, colleges, or departments of education and other colleges and departments, by group and specialty area.

	Teaching	Counseling	Administration	Other (please specify)
	Total/Male/Female	Total/Male/Female	Total/Male/Female	Total/Male/Female
White (non-Hispanic)	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Black/African American (non-Hispanic)	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Hispanic	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Mexican or Chicano	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Puerto Rican	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Other Hispanic (please specify _____)	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Asian American	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Pacific Islander	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Native American or American Indian	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Alaskan Native	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
International or non-Resident	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
Other (please specify _____)	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>

68

3. Total number of persons enrolled in doctoral programs (PhD/EdD).

	Total/Male/Female
White (non-Hispanic)	<input type="text"/> / <input type="text"/> / <input type="text"/>
Black/African American (non-Hispanic)	<input type="text"/> / <input type="text"/> / <input type="text"/>
Hispanic	<input type="text"/> / <input type="text"/> / <input type="text"/>
Mexican or Chicano	<input type="text"/> / <input type="text"/> / <input type="text"/>
Puerto Rican	<input type="text"/> / <input type="text"/> / <input type="text"/>
Other Hispanic (please specify _____)	<input type="text"/> / <input type="text"/> / <input type="text"/>
Asian American	<input type="text"/> / <input type="text"/> / <input type="text"/>
Pacific Islander	<input type="text"/> / <input type="text"/> / <input type="text"/>
Native American or American Indian	<input type="text"/> / <input type="text"/> / <input type="text"/>
Alaskan Native	<input type="text"/> / <input type="text"/> / <input type="text"/>
International or non-Resident	<input type="text"/> / <input type="text"/> / <input type="text"/>
Other (please specify _____)	<input type="text"/> / <input type="text"/> / <input type="text"/>

4. Clarifying Notes: \_\_\_\_\_

5. RESPONDENT NAME: \_\_\_\_\_

INSTITUTION NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_

6. PLEASE RETURN COMPLETED SURVEY TO:  
RESEARCH AND INFORMATION

AACTE

ONE DUPONT CIRCLE, SUITE 610

WASHINGTON, DC 20036-1186

202/293-2450; fax 202/457-8095

AACTE, Pipeline III, 1991, page 2

Copyright © 1991 AACTE



ONE DUPONT CIRCLE ■ SUITE 610 ■ WASHINGTON, DC 20036-1186  
PHONE: 202/293-2450 ■ FAX: 202/457-8095